Government of Tamilnadu

ENGLISH

VI Standard

Untouchability
Inhuman- Crime

Department of School Education

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தேசிய கீதம்

ஜன கண மன அதிநாயக ஜய ஹே
பாரத பாக்ய விதாதா

பஞ்சாப ஸிந்து குஜராத மராட்டா
திராவிட உத்கல பங்கா

விந்திய ஹிமாசல யமுனா கங்கா
உச்சல ஜலதி தரங்கா

தவ சுப நாமே ஜாகே
தவ சுப ஆசிஸ மாகே
காஹே தவ ஜய காதா

ஜன கண மங்கள தாயக ஜய ஹே
பாரத பாக்ய விதாதா

ஜய ஹே ஜய ஹே ஜய ஹே
ஜய ஜய ஜய ஜய ஹே!

– மகாகவி இரவீந்திரநாத தாகூர்

THE NATIONAL ANTHEM

Jana-gana-mana-adhinayaka jaya he
Bharata-bhagya-vidhata.
Punjaba-Sindhu-Gujaratha-Maratha-
Dravida-Utkala-Banga
Vindhya-Himachala-Yamuna-Ganga
Uchchala-jaladhi-taranga
Tava-subha-name jage,
Tava subha asisa mange,
Gahe tava jaya-gatha.
Jana-gana-mangala-dayaka jaya he
Bharata-bhagya-vidhata
Jaya he, jaya he, jaya he,
Jaya jaya jaya jaya he!

- Rabindranath Tagore

SHORT VERSION

Jana-gana-mana-adhinayaka jaya he
Bharata-bhagya-vidhata.
Jaya he, jaya he, jaya he
Jaya jaya jaya jaya he!

AUTHENTIC ENGLISH TRANSLATION OF THE NATIONAL ANTHEM

Thou art the ruler of the minds of all people,
Thou dispenser of India's destiny.
Thy name rouses the hearts of the Punjab, Sind,
Gujarat and Maratha, of Dravid, Orissa and Bengal.
It echoes in the hills of the Vindhyas and Himalayas,
mingles in the music of the Yamuna and Ganges
and is chanted by the waves of the Indian Sea.
They pray for Thy blessings and sing Thy praise.
The saving of all people waits in Thy hand,
Thou dispenser of India's destiny.
Victory, Victory, Victory To Thee.

தமிழ்த்தாய் வாழ்த்து

நீராருங் கடலுடுத்த நிலமடந்தைக் கெழிலொழுகும்
சீராரும் வதனமெனத் திகழ்பரதக் கண்டமிதில்
தெக்கணமும் அதிற்சிறந்த திராவிடநல் திருநாடும்
தக்கசிறு பிறைநுதலும் தரித்தநறுந் திலகமுமே!
அத்திலக வாசனைபோல் அனைத்துலகும் இன்பமுற
எத்திசையும் புகழ்மணக்க இருந்தபெருந் தமிழணங்கே!
தமிழணங்கே!
உன் சீரிளமைத் திறம்வியந்து
செயல்மறந்து வாழ்த்துதுமே! வாழ்த்துதுமே! வாழ்த்துதுமே!

– 'மனோன்மணீயம்' பெ. சுந்தரனார்

INVOCATION TO MOTHER TAMIL

Bharat is like the face beauteous of Earth clad in wavy seas;

Deccan is her brow crescent-like on which the fragrant 'Tilak' is the blessed Dravidian land. Like the fragrance of that 'Tilak' plunging the world in joy supreme regins Goddess Tamil with renown spread far and wide.

Praise unto you, Mother Tamil, whose majestic youthfulness, inspires awe and ecstasy.

THE NATIONAL INTEGRATION PLEDGE

"I solemnly pledge to work with dedication to preserve and strengthen the freedom and integrity of the nation."

"I further affirm that I shall never resort to violence and that all differences and disputes relating to religion, language, region or other political or economic grievances should be settled by peaceful and constitutional means."

A STUDENT'S VOW BEFORE MOTHER INDIA

Name:

Class: School:

I shall overcome the obstacles raised by caste and communal prejudices and work for the greatness of my Motherland putting to the fullest use the benefits that I derive through education.

Vande mataram!

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* *Memoriter* Poems

Instruction to the Teacher

In this text book, an attempt has been made to take the learner further in his/ her learning of the English language.The gradient of vocabulary and level of access for the child have been made intentionally easy to facilitate willing engagement.

In Unit 1, an attempt has been made to create a living involvement with the history of this ancient land and to open the learner's mind to the scope of travel across the world. Simultaneously, the inner world of a child's dreams and aspirations has been evoked through an adaptation of T.V.Padma's beautiful story. A supplementary unit related to the tsunami has also been included. The learning framework is structured around water in various contexts – as a river, as the sea, in scientific reflection, as a tsunami wave. The learning itself is discovery – what one can dream of and accomplish in one's life. *(For the functional enrichment activity, the teacher may use the mother tongue to explain the scientific concepts involved.)*

This unit presents a framework for active learning. It is suggested that the introduction be interactive. It will open the child's mind to the possibilities of learning contained in the text.

The activities given help the child to read, to relate with the content, to understand, to recall, to think, to assess and interact in small and large groups. The child is also given an opportunity to present his/her learning to others in class.

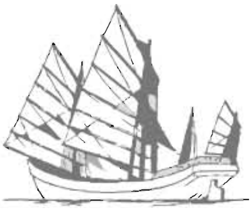
The grammar learnt through Classes I to V is reinforced here through language activity based on the content.

Journal Writing has been introduced in a creative manner.

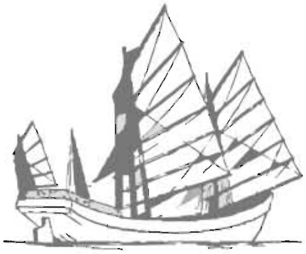
It would be a good idea for the teacher to help children pick out the punctuation marks and cohesive devices and statements built into the text.

The activities connected to the unit give scope for discussion among students and with the teacher.

A few responses from Class VI children from Government Schools across Tamilnadu have been added in this Unit to interest and enthuse learners.



Prose



Karikal Chola

A boat seal from Mohenjodharo, Harappa

Answer the questions:
1. What was the boatman's name?
2. Who had made the boat?
3. What did the boatman sing about?

In Preparation
Have you ever enjoyed a boat ride? Did you like it? Do you know why people use boats?

The Cholas were experts in ship building. Sea trade flourished in their empire. The Chola Navy played a vital role in the expansion of the Chola Empire.

Boat Song

Any time now, the sun would pierce the blue grey of the dawn sky and the pale moon would fade away. It was Adityan's favourite time of the day. He took a deep breath, cupped a handful of cold river water and let it wash down his throat. Fish nibbled at his feet. He untied his small boat and pulled it towards the water. He heard the call of a calf from his village and the reassuring answer of its mother. He sat on a wooden plank in his boat waiting for his first customer.

Everyday, Adityan took people back and forth across the river. He loved the small wooden boat that he had made with his own hands. He loved his quiet village and the flat, fertile fields that surrounded it. Yet, when he rowed, he sang a song not of his village but of the sea. He wanted to roll like the waves, touching, looking, listening, and learning about places that were far, far away. He dreamt that one day, he would leave his village and learn to build a big ship. It would carry him to the different places that he dreamt about. It would be strong enough to carry horses and elephants. He dreamt that he would not only carry goods for trade but also the stories and songs of the Cholas, his people. He would learn about those places and come and share them with the children of his village. Sometimes, Adityan felt sad. Would he ever earn enough to fulfil his dream?

"Boatman! Boatman!"

Adityan saw a person standing on the opposite bank of the river.

"I am coming," he shouted.

Adityan saw his first customer for that day. There was something about this man that seemed to command respect. "You row the boat so well!" said the man. "The river is wide but you reached here so fast."

Adityan smiled widely. "I made the boat myself. I am an orphan and I have only the boat and my hut to call my own."

"What else do you do?" asked the man.

"I sing," said Adityan. "I make my own songs."

"Then your songs are your own, too!" said the man."Your songs, your dreams, your ideas – they're yours as well, aren't they?"

Adityan felt understood. "I will sing a song for you,'" he said.

He began to sing. His voice rose from the boat and carried across the water like a ripple. He sang about his dream of owning a ship some day and of the journeys that he would make to distant lands. His oar dipped into the water keeping time with his music. The man sat and listened carefully to Adityan's music. They reached the shore. When he was about to get off, the man asked, "Do you feel your dream will be realised one day?"

Adityan spoke softly. "I hope so!"

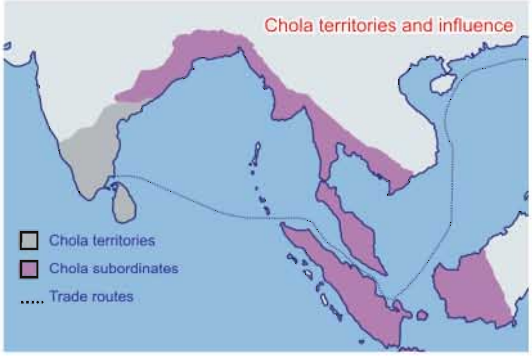
The man nodded. He said quietly, "It is good to hope." He gave Adityan a few coins. Adityan was astounded. They were very valuable.

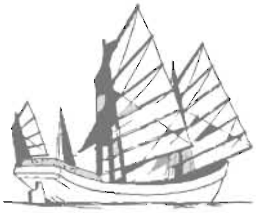
Adityan ran after the man and said, "You have paid me much more than the cost of the ride. May bethere had been a mistake."

The man smiled. "No," he said. "But I am happy that you are so honest. This is something to help your dream come true. May be one day you will travel to the corners of my Empire and come back with the songs of other lands."

"Who are you?" asked Adityan.

"My name is Karikalan", said the stranger as he walked away. "Do visit me sometime."





Elelo Ailasa, Elelo..
Elelo Ailasa, Elelo
"The sky is blue,
and blue is the sea,
Colourful is the rainbow
made for me..."
sang Adityan

Answer the questions:

1. Did the young boatman live with anybody?
2. What did he dream of?
3. What did the boatman feel about the stranger when he called out for the boat?

New Words:

nibble: bite off small bits

reassuring: encouraging, comforting

ripple: a small wave in the water

imagined: made a picture of something in one's mind

Good kings liked to find out for themselves about the lives of their people, so that they could be better rulers. Karikal Valavan was one such Chola king. He ruled 2000 years ago

Let us understand [Tick the right answer]

1. This story is about:

   a. Karikal Chola   b. Adityan

2. The river that is mentioned in the story could be:

   a.Palar   b.Kaveri

Let us remember

1. At what time of the day does the story begin?
   The story begins when it is..................
2. As Adityan waited for a customer,
   a. he heard the call of ....
   b. he took a deep breath, and ....
   c. fish .... at ....
   d. he sat on a .... in his boat.
3. What did Adityan dream about?
   Adityan dreamed that one day he ....
4. What did the man say about Adityan's rowing abilities?
   The man told him that ....

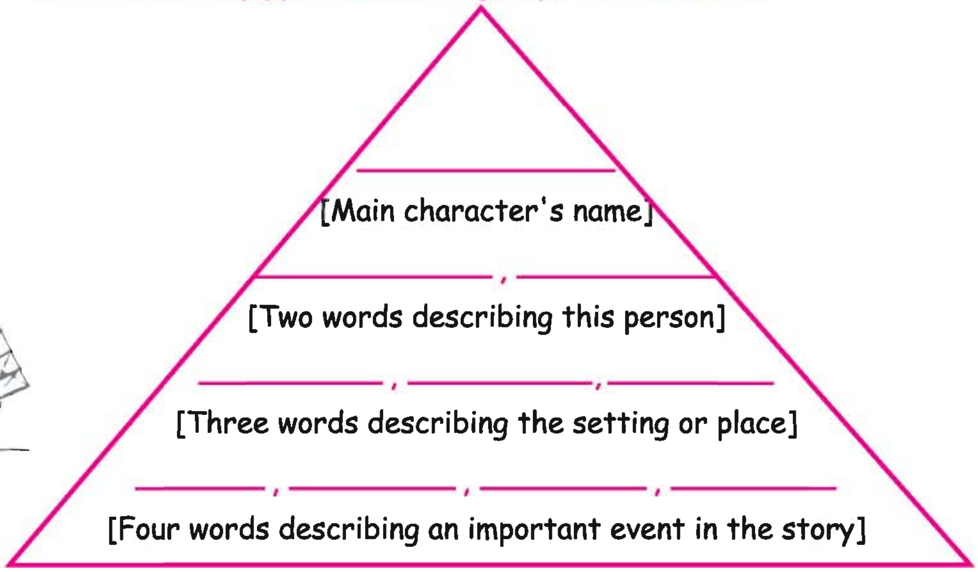
Fill in about yourself

My dream will come true when

....

....

Fill in this story pyramid: [small group]: Fill and share



(boatman, Adityan, village, dawn, river, song, ride, honest, dream, coins)

Talking together [in small groups]:

1. Do you think Adityan was a brave person?
   Explain your answer to your friends.
2. Was Adityan rich? Why did he tell the stranger that he was paid too much? Was he right?
3. Adityan did not recognise his own king. That was because he lived in times when there were no newspapers, televisions, and films. But, do you know some of the important people of this land?

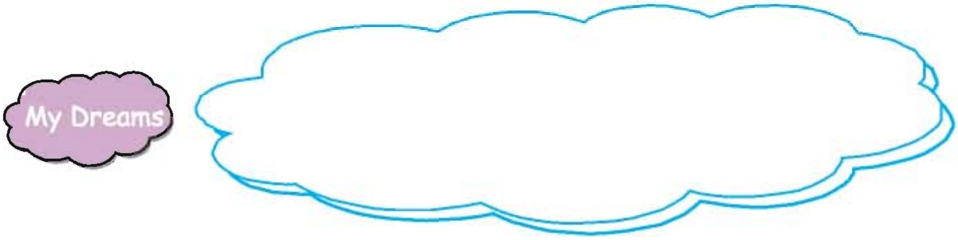
   i. Your Village President
   ii. Your District Collector
   iii. Your Chief Minister
   iv Your Governor

Thinking further - Discuss, Think and Write

What are your dreams? Write a short paragraph of about 50-75 words about your dreams. You could talk about what you want to do for a career; what kind of a person you want to be; the kind of things you feel you could achieve.

Share this with the class

Sketch one of your dreams in this dreaming cloud:



Project Work:

What are the historical sites near your village/town/city?
Visit one of them. Find out and record

- its story.
- its significance today.
- how it is maintained and managed.

Present it to your class

At Home: Extension Class

Writing a journal:

A journal is a personal account of what you did, felt, thought or saw. It is similar to keeping a diary, but it is not just a record of events.

When Adityan travels to other lands, he will probably record his experiences in a journal. Imagine you are a traveller. For a journal, write a paragraph on your experiences, your fears, your adventures and your hardships. Be as imaginative as you want to be.

Karikal Chola
(Tamil: கரிகால்சோழன்)
was the greatest among the early Chola kings of the Sangam age in South India.

Karikal Chola acquired great wealth in trade with the Roman Empire.

He built the Grand Anaicut, the oldest dam in the world, and irrigation canals and tanks.

Let us revise

Let us revise the various kinds of words that make up a sentence. They are called parts of speech.

Parts of speech	Function or "job"	Example words; add some more	Fill in the blanks with some of them
Verb	action or state	am, is, was, have, do, like, work, walk, make	Adityan ____astounded. I_____ coming.
Noun	thing, place or person	boy, boat, coins, songs, village, Karikal Chola	This is Adityan's _____. He loved his ______. The name of the king is _______.
Adjective	describes a noun	big, honest, wooden valuable, quiet,deep	He would learn to build a ________ ship. King offered_______coins. Adityan is an ________boy.
Adverb	describes a verb, an adjective or an adverb	widely, silently, quietly, softly, very, carefully	Adityan smiled _______. He said________ He listened________
Pronoun	replaces a noun	I, you, he, she,	Adityan had a small wooden boat._____loved it.
Preposition	links a noun to another word	to, at, after, on, but	We went __school ___ Monday.
Conjunction	joins clauses or sentences or words	and, but, when	I like Ram _____ Arun. I like to cycle ____ I can't. I play ___ I come home.
Interjection	expresses feelings	Oh!,Ouch!, Hi!,Well!	______That is not fair! ______! How are you? ______, I don't know.

Let's play [Individual Work]

Give a name to the following things not named in the story:

1. The river ....
2. The boat ....
3. Adityan's village ....
4. The name of the calf and its mother: .... and ....

Share your names in class. Have fun.

TRAVEL: The Kon-Tiki expedition - 1947

Thor Heyerdahl wanted to show that the ancient South Americans had made long sea voyages. He and a small team constructed a raft [like a kattumaram] out of nine logs and other native materials. Heyerdahl and five friends sailed on the raft for **101 days over 4,300 miles !**

The Plastiki Expedition - 2009

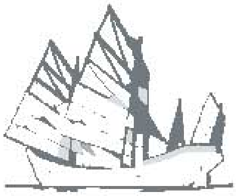
A boat made of plastic bottles and recycled materials has sailed the Pacific Ocean! The boat is designed as a response to the problem that plastics present. In the same way that the Kontiki Expedition showed what ancient people could do, it is intended that The Plastiki Expedition will help preserve the world's oceans, and reduce plastic waste.

YOU CAN DO MORE [Functional Enrichment Activities]

Read the passage.

Why do boats float and iron nails sink?

When an object is placed in water, there are two primary forces acting on it - the force of gravity - downward force, and a buoyancy force - upward force. The gravitational force is decided by the object's weight, and the buoyancy force, by the weight of the water displaced by the object when it is placed in water. If the gravitational force is less than the buoyancy force then the object floats (a boat), otherwise it sinks (a nail). That is, if an object weighs less than the amount of water it displaces, then it floats - otherwise it sinks.



Some vegetables float and some sink. Next time when you buy vegetables, try this out.

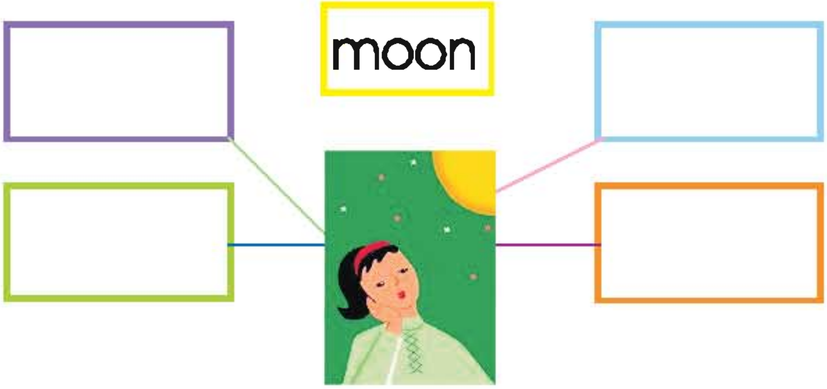
Poem

In preparation

There have been so many discoveries.
Can you name a few? What would you like to discover?

Fill in the space given below:

What are the things that you would like to discover? May be how to fly to the moon! What else would you like to discover?



What I would like to be

Discovery

New Words

mystery: something unknown

dreams: pictures which pass through the mind

designer: a person who creates new shapes or forms

discover: find new things.

idea: a fresh, new thought

artist: a person who draws or paints

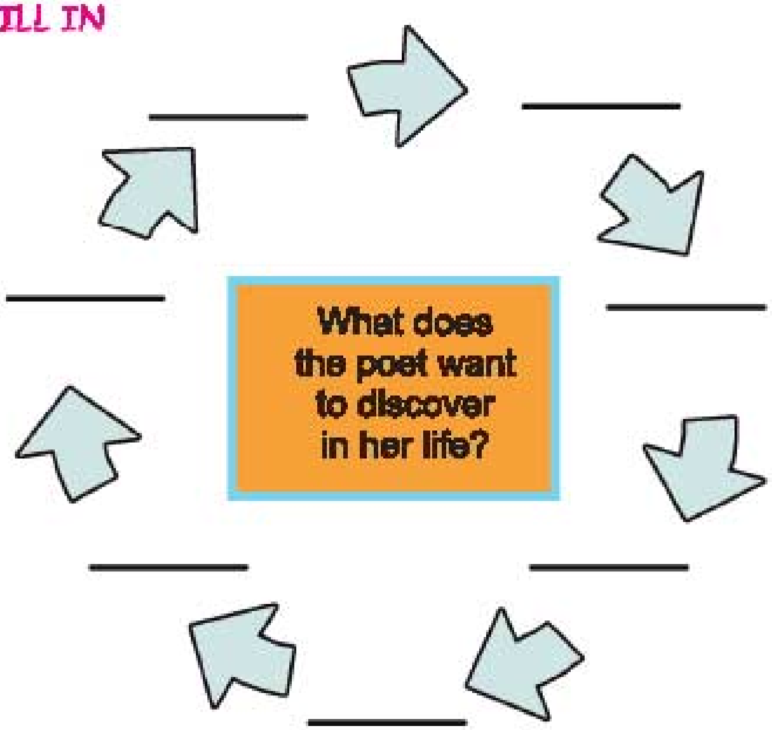
I want to climb the highest tree
Study stars and their mystery
I want to touch the clouds above
Find someone I can talk to, now!

I want to be a designer-
Make dreams that just don't disappear.
I want to be an artist too -
Paint pictures of me and you.

There are lots of things on this earth
New ideas that are taking birth.
But before I discover what I want to be
I must learn to discover me!

-Gayatri Pahlajani

FILL IN



Read and enjoy

Students' responses

I like to dance and sing, but I like reading books best of all.

Books are our best companions!

Our friends may refuse to help us, but books are always there when we need them.

We can read a History book and go back to the past.

I like reading very much.

Let us understand

1. Who is the speaker in the poem?

   The speaker in the poem is ___________.

2. What does the poet want to study?

   The poet wants to study ______.

3. The poet says, '*Make dreams that just don't disappear.*' Why?

   Dreams that just don't disappear because _________________.

4. Read the last four lines again. What do you think they might mean?

   a. The poet doesn't know herself

   b. The poet needs to understand herself

   c. The poet wants to discover her dreams

   d. The poet has a lot of new ideas

Tsunamika

There was a little girl, Tsunamika, who lived on the ocean floor. She had never seen the sun, the moon or the stars because no light ever reached the ocean floor. She lived by herself and was very lonely.

One day, a starfish came to her and said, "Have you ever seen the sun?"

"No" said the little girl. The starfish told the girl that she must see the sun some day. The girl looked for the sun everywhere but did not find it. She asked a sage, who lived in a giant conch, about the sun. The sage told her that for twenty one full days she must think of the sun and nothing else.

The girl sat on a rock under the sea and thought of the sun. On the 21st day, the ocean floor shook powerfully and threw her upwards. She went up.....up.....up in the water till she reached the surface of the ocean. There she saw the sun, bright and big.

The sun asked her what she wanted. She told him that she wanted a lot of friends. "So be it," said the sun. Then, there came a giant wave that took her far into the land and when she came off the wave, she saw people crying. So she went to one of the crying women and asked her why she was crying.

The woman said, "I lost my daughter in the waves". Tsunamika said, "Please accept my love." "Will you be my daughter?" asked the woman. Tsunamika said, "Oh, yes!" and stayed with the woman.

A little boy came along and asked, "Tsunamika, will you be my friend?" She said, "Of course!" Then more and more children became her friends and she spread her love in every home.

And Tsunamika looked up at the sun and smiled. She realized that she could give her love to all the people of the world.

[The doll, Tsunamika, was created by Upasana, a group in Auroville, Pondicherry, in response to the sorrow felt by many people after the tsunami had hit many parts of Tamilnadu, in December 2004. Tsunamika and her story brought a smile to those who met her; transforming the bitter memories of the tsunami into something creative, innocent, simple, sweet and empowering.]

Skim and Scan

Start skimming this passage – run your eyes over the lines. Try to read as fast as you can.

Which words and phrases seem important in this passage?

Underline them.

No language is easy to learn well. Languages which are related to our first language are easier than others. Learning a completely different writing system is a huge challenge, when we learn a new language. We cannot say that there is one language that is the most difficult one in the world.

What is the passage about?

Answer: Learning a language.

Which sentence has the main idea in this passage? It is the first sentence. Write it out.

....

The last sentence says a little more about the first sentence. Write it out.

....

Now, read the passage again. Was it easier to understand?

Run your eyes quickly over the first paragraph of ' Boat Song'.

Any time now the sun would pierce the blue grey of the dawn sky and the pale moon would fade away. It was Adityan's favourite time of the day. He took a deep breath, cupped a handful of cold river water and let it wash down his throat. Fish nibbled at his feet. He untied his small boat and pulled zit towards the water. He heard the call of a calf from his village and the reassuring answer of its mother. He sat on a wooden plank in his boat waiting for his first customer.

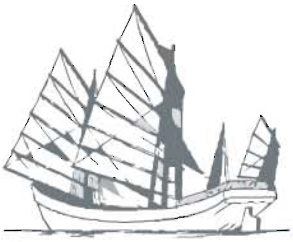
1. What is the passage about? Answer in one word/phrase:

Ans:____

2. Which line introduces the theme of the story?

Ans: The last line of the paragraph:______________________

____



3. What does the first line communicate? Draw or write the feeling it evokes.

____

____

____

Instruction to the Teacher

The prose passage 'Her Dream Bicycle' looks at how the opportunity to learn cycling makes a dramatic difference to a young girl's vision of life. This is a story set in the backdrop of the small revolution that happened in the lives of girl students following the Arivoli Iyakkam project that started in Pudukottai in the 90s. Since then many efforts have been made to provide cycles for women and girls. The outcome of learning in this unit is the question, 'What do you feel, when you learn something new?' It is suggested that the introduction could be an interactive session.

The lesson is a framework for the active learning of language. So, it opens the child's mind to the theme and enables the child to learn the language well. The activities given help the child to read, to relate with the content, to understand, to recall, to think, to assess and interact in small and large groups. The child is also given an opportunity to present his/her learning to others in class.

The second part begins with a lively poem on the experience of cycling. Judith Nicholls' poem 'Biking' allows the child to reflect on and enjoy the nature of a good bicycle ride.

The grammar learnt through Classes I to V is reinforced here through an interactive language activity based on the content.

It would be a good idea for the teacher to help children pick out the punctuation marks and the types of sentences built into the text.

There is a suggested extension activity and a project.

A few responses from Class VI children from Government Schools across Tamilnadu have been added in this Unit to interest and enthuse learners.

Prose

In Preparation:
The bicycle is a very eco-friendly vehicle which helps to travel from one place to another. Here is a real story from Pudukottai in Tamilnadu, where many women learnt to ride a bicycle. Read about Malar's family and her dreams for the future.

Her Dream Bicycle

Malar lived at Keeranur village in Pudukottai district with her family. Malar was studying in Class VI. She was eleven years old and had two elder sisters and a younger brother, Arul. Her father, Kathirvel, was a hard-working farmer. Of late, the rains were irregular and he could not always cultivate the two acres they owned. Her eldest sister, Ponni, was married to a mason and lived in Mathur with her little son Vikram. Her second sister, Mallika, had decided to learn tailoring after Class X and was attending a tailoring course in Mathur. Attending the course also gave Mallika a chance to visit her sister. But walking all the way made her tired and she often missed classes.

Her mother used to scold Mallika. "Oh! Why are you so lazy? You must attend your class regularly". Mallika would reply, "I walk 9 kilometres every day - 4 kilometres for tailoring class, 2 kilometres for water and 3 kilometres to take food for father when you are busy. You can't call me lazy."

In fact, nobody in their home was lazy. Malar walked 1 kilometre with her friends to school and walked back in the evenings. She and her friends chatted and played all the way back.

One day, Arul and Malar had just come back from school, when her father came in looking upset. He said to his wife,'Shanthi, it seems that the Collector is not satisfied with teaching Maths and Tamil to you all. She even wants women to learn cycling.'

Malar was very excited. She asked, 'Father, is it only for mother? Can I learn?' Mallika was interested too. She said, 'If there is anyone who needs a bicycle, it is me.' Arul said, 'This is really good. I can teach both of you to cycle, if you buy me a bicycle!'

Their father was angry.

'Keep quiet!' he said. 'No woman in my house will learn to cycle'. A week passed. What their father had heard was true. Women were being taught to cycle at no cost at all. In many homes across the villages in Pudukottai district, there was a lot of discussion on women learning to cycle.

Do you know when wheels were invented?

1. The wheel was invented in ancient Mesopotamia (present-day Iraq) 6000 years ago!

   Soon wheels were also used for pottery.

2. Iron wheels were invented 3000 years ago.

Answer the questions

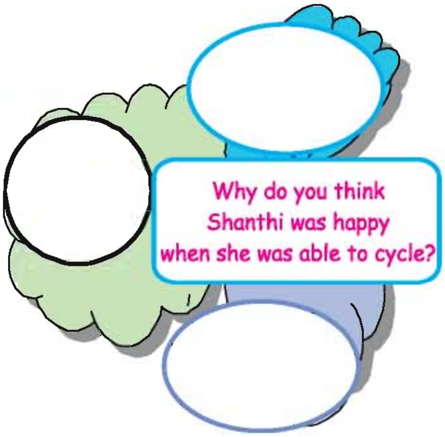
1. Where does Arul live?
2. Who is Ponni?
3. What course does Mallika do in Mathur?
4. Did Malar mind walking back from school?
   YES / NO
   Say why.

In Keeranur too, women were beginning to use bicycles to do many things. One day, Shanthi told Mallika softly, "Borrow Radhamma's old bicycle and bring it here. We are going to learn to ride it." When Malar's father returned, he saw Mallika smiling widely and guessed why. He said gruffly, "All right. But be careful." He looked at Shanthi and smiled. "Have you started learning too?" he asked. "Yes," she said. "It makes things so much easier."

Malar was busy, dreaming of the future. She saw herself riding a brand new bicycle along a smooth, long road, to school, to college, and then, who knows? May be even cycling on a rainbow to the clouds.

New Words

- mason : one who builds
- tailoring : stitching clothes
- chatted : spoke to each other
- guessed : thought, imagined



WORDS TO LEARN

Link the opposites

1	elder	never
2	regular	take
3	always	sad
4	after	idle
5	lazy	big
6	satisfied	younger
7	busy	dissatisfied
8	happy	active
9	give	irregular
10	small	before

Let us understand

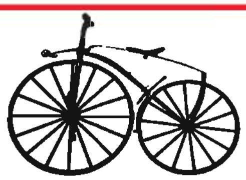
Kathirvel & Shanthi (Father and Mother)

- Ponni – first daughter
  - Vikram – son
- Mallika – second daughter
- Malar – third daughter
- Arul – son

Let us remember

Complete the sentences: (choose the correct answer)

1. This story is about ______________________.
   a. Women working hard to make a living
   b. Women saving time and trouble by learning to cycle
2. Keeranur village is in______________________.
   a. Mathur
   b. Pudukottai
3. The one who brings water for the family is _________.
   a. Ponni
   b. Mallika
4. When Mallika's mother told her she was lazy, Mallika said she walked ________ kilometres.
   a. 6 kilometres
   b. 9 kilometres
5. What did the Collector want the women to do?
   a. attend evening school
   b. learn to ride the bicycle
6. Malar dreamt of riding her bicycle to :
   a. Chennai and to New Delhi
   b. school, college and the moon



Do you know?
The wheels of the first bicycle were made of wood.

Shall we fill in ? (Small groups)

Discuss in small groups. Describe what happened when the women in Malar's family learnt cycling for the first time and fill in the blanks

In Malar's household
____
____

→ Mallika's wish
____

↓ Problem faced
____
____

← A good idea!
____
____

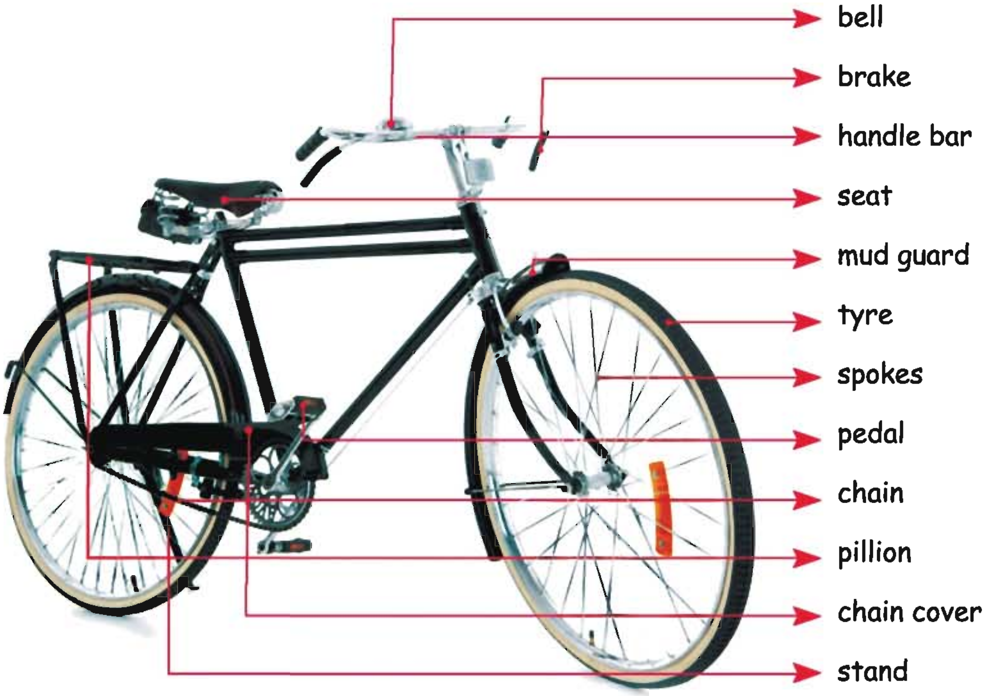
↓ Action taken
____
____

→ In conclusion...
____
____

Share this with the class

Would you like to know about the bicycle? Here is one way to learn...

Can you speak 3 lines to your classmates, using the words in the picture?



Talking together [in small groups]:

Discuss and share in the large group

1. What do you think Mallika was feeling when she told her mother not to call her 'lazy'?
2. Why do you think Malar's father said that no woman in his house should learn to cycle?
3. Why do you think he changed his mind?
4. Do you think Malar's dream could come true? (Even if she does not 'cycle' to the moon)? Explain your answer.

Thinking further - Discuss, Think and Write

If you were the Collector of your district and wanted to do a good thing for the people,what would that be? Write a short paragraph [5 lines] beginning like this:

If I were the Collector of my district, I would...

Share this with the class!

Imagine

You are Shanthi. After your first cycling experience, you are very happy and want to tell your sister Manimekalai, who lives in Trichy, what it was like. Write a letter. Here is a format. Fill it.

Place:

Date:

Dear ______,

____

________________________________ ← What do you want to convey?

____

____

________________________________ ← Concluding remark

Yours ______________ ← affectionately/ lovingly select one and fill

______________ ← Your name

Address on the envelope

To

....

....

....

Pin Code: | | | | | | |

Let us revise

There are different kinds of Nouns: Proper Nouns, Common Nouns and Abstract Nouns.

A Proper noun is a word that names people, places or things specifically.

It always begins with capital letters.

For example: Malar - the name of a girl

Malar lived in Pudukottai District. The name of the district has to begin with a capital letter.

A Common Noun is a name given commonly to every person or thing of a particular type. eg: sister, girl, boy, bicycle, father, woman,...

An Abstract Noun is the name of a quality which we cannot see, smell, hear or touch, but can feel. eg: beauty, love, sleep, honesty,...

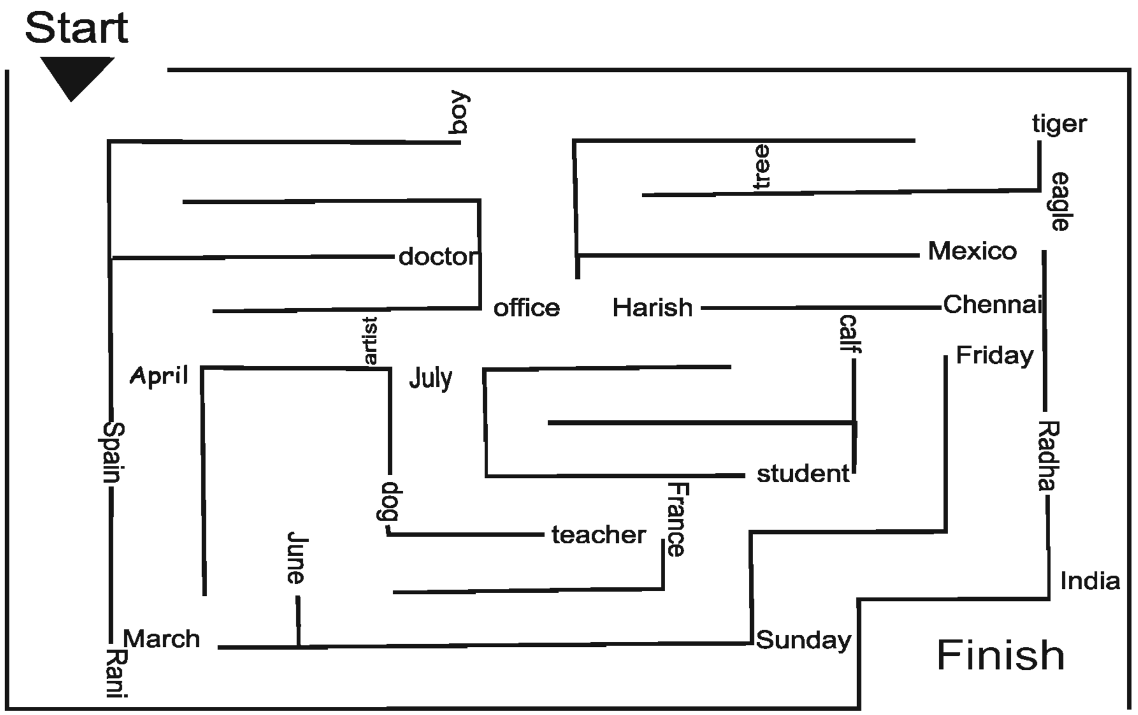
Complete the columns to summarise what you have just revised.[Group Work]

A noun is a part of speech that names __________		
Types of Nouns	Describe the concept - Fill in.	Five Examples
Proper Noun	A Proper Noun is a word that names	
Common Noun	A Common Noun is a name given commonly to	
Abstract Noun	An Abstract Noun is the name of a quality which we cannot see, smell, hear or touch, ...	

Fun with Nouns. Here is a puzzle for you.

Puzzle

Proper Nouns start with capital letters. Common Nouns do not. The maze below has 25 Common and Proper Nouns. Take the route of Proper Nouns and reach your destination. Best of Luck!



[Group Work] Here are a few describing words from the story. [Adjectives] Can you match them?

younger	Mallika
eldest	road
busy	bicycle
long	brother
new	sister
lazy	Malar

[Group Work] Here are a few adjectives

[interesting, exciting, loving, busy]

Fill them into the right slot

an exciting game

a _______ dog

a _______ street

an _______ book

Here are a few adverbs. [slowly, loudly, quickly, really, later,]

Fill them into the right slot [Group Work].

The turtle moved ....

The food was .... tasty.

The cat climbed the tree............................. .

The children were laughing ....

"I will come ....", said Vimal.

Read and Enjoy

I would like....

I would like to make a beautiful garden. Then, my family would spend time in the garden and be happy. The flowers would look very nice in my garden. My brothers would relax, and sit with me on the grass.

A. Arshiya, Class VI

I would make many pots out of waste wire and grow plants in them. I would take care of my garden because it will have flowers, vegetables and fruits. I would like to have many birds and pet animals in my garden. People would like my beautiful garden. When they are in the garden, people would love nature and learn to love people.

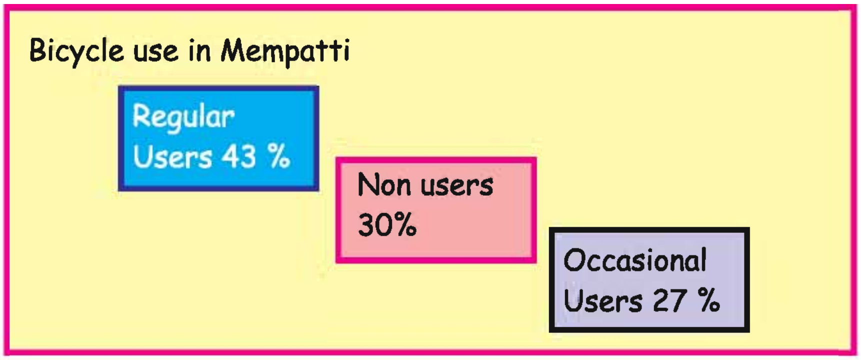
N. Yamini, Class VI

YOU CAN DO MORE [Functional Enrichment Activities]

Read the passage, and analyse this chart.

Mempatti is situated in the hills. It has 250 families with a single bus stand. The fertility of the land and the sea has doubled the production of the community and the villagers now have enough grain and fish to market at Sendur, a small town, 10 kilometres away. There is only one bus and it leaves Mempatti at 10 a.m for Sendur and Panruti 30 kilometres further away. It returns to Mempatti by 6 p.m in the evening. It is used primarily by men to transport grain. The fisherwomen who are now in charge of selling fish, use the bicycle to take their fish to market.

a. What is the name of the village?
b. The main source of transport for men is ....
c. Who are now forced to use the bicycle?
d. Give the percentage of people who occasionally use the bicycle.
e. The percentage of .... users is the highest.



How do you feel when you learn something new? Share the experience of learning something new.

Poem

In preparation

It is fun to ride a bicycle! Here is a poem describing a bicycle ride. What would you feel, if you are given a bicycle to ride? You may feel happy. What else would you feel? Write the words in the boxes provided.

	Riding	happy

Biking

Fingers grip
Toes curl
Head down
Wheels whirl

Hair streams
Fields race
Ears sting
Winds chase

Breathe deep
Troubles gone
Just feel
Windsong.

-Judith Nicholls

New Words

grip	: hold firmly
curl	: bend and coil
whirl	: turn fast
stream	: fly backward
sting	: feel pain and irritation
chase	: hurry after
windsong	: sound made by the wind

Draw a picture based on the poem.

Fill in the blanks with suitable words from the poem:

Let us understand

1. Who is the speaker in the poem?

   The speaker in the poem is ___________.

   (a person who drives/a person who cycles)

2. How do we know that the bicycle is moving fast?

   We know the bicycle is moving fast because the bicycle wheels ______.

3. Why does the speaker say 'winds chase'?

   The speaker says 'winds chase' because___________________.

4. Read the last four lines again. What do you think they might mean?

   a. The rider sees his troubles going away.

   b. The rider forgets his troubles as he rides his bicycle in the wind.

   c. The rider feels relaxed when he breathes deeply in the wind.

If you are asked to wish for something for your life, what would you ask for?

[Open-ended answer. No answer can be wrong!] Share in the Large Group - Which activity do you find more relaxing and enjoyable? Music, games or sports, reading, writing, doing puzzles...? Or Maths? In turn, share your answer with the class.

Listen and Do [Whole Group Vocabulary Activity]

Divide the class into two teams. Each team should give words that rhyme with the words the teacher says; the word should not be from the poem.

grip, race, deep, down, sting, feel

The teacher calls out words in a random order; each team scores one point for each rhyming word. Each team can take turns to give rhyming words for a word till both the teams can't think of any more. Then the next word is taken up.

Rani's Story

(Name changed)

Rani is a woman with a lot of self-confidence and the will to do things. Till recently, she did not have the opportunity to bring out these qualities.

Six months ago, she joined a Self Help Group [SHG] in her village. When her husband fell ill with tuberculosis, she was worried. But her group motivated and trained her to work with him in a small family business. They set up a cycle repair shop. The SHG arranged for her to get a loan of Rs.12,000, to set up her shop. Now Rani's husband helps her to run the shop. She says, "It feels good to earn money."

The Meaning Of Education

Adapted from the story by
Cyril Anthony George

Anitha knew she didn't have many friends in class. Her classmates thought that she was a show off and Anitha didn't mind their saying so. After all, it was the truth. The only thing Anitha cared about was coming first in class, which she usually did.

But Nandini was quite different from Anitha. Everyone liked her except Anitha. Nandini always had a smile on her face and was ready to help anyone with their homework. The children in the class were very happy when Nandini was with them. All this made Anitha very envious of Nandini. But she would console herself saying, "I am the first in class and she comes second. That makes me better than her." Most students dreaded the examinations but Anitha did not. She took it as an opportunity to exhibit her talents. But she never helped anyone else.

When people approached Nandini, she took extra effort to help them out. Anitha couldn't understand Nandini's behaviour. "Why do you want to teach these idiots?"she would ask. "You should spend the time studying by yourself. Who knows, you could even come first!"

"I can't change myself," Nandini would reply.

The examination schedule was announced and the first exam was English. "All the best, Anitha!" her father wished her on the morning of the exam. "I am going out for a walk."

Anitha reached the school early. Then she looked around for Nandini. She was nowhere to be seen. An hour passed, yet there was no sign of Nandini. Anitha was really glad. " Nandini will not be coming for today's exam," she thought. With only half an hour's time left, Nandini rushed into the hall, sweat running down her face.

When the examination ended, everyone gathered around Nandini. “What happened? Why were you late?”

“I was delayed a bit,” Nandini explained. Anitha started laughing. Tears rolled down from Nandini's eyes and she ran away from the spot. Later, when Anitha walked into her home she knew something was wrong. Her relatives were present in the house. Her mother was looking tense and the doctor was pacifying everyone.

“What happened?” Anitha rushed to her mother. “Where is Daddy?” Her mother led her to the bedroom. Her father was lying on the bed, looking a bit pale. Anitha knelt by her father's side.

“One of your classmates helped me,” her father whispered.

Back in the hall, her mother explained. “Daddy had left for his early morning walk when he suffered a mild stroke and collapsed on the pavement. Thank God one of your classmates passed by and took your father to the hospital. He said it was someone called Nandini.” Anitha closed her eyes for a moment. She couldn't understand what was happening. The person whom she had always ridiculed, had actually saved her father's life.

The next morning, a change had come over her. She rushed to the school and found Nandini standing by the library.

“Nandini,” she spoke hesitantly. “I want to apologize. You saved my father's life and I ridiculed you for coming late. Why didn't you tell me?”

“You didn't give me a chance,” Nandini said and smiled. Soon, Anitha and Nandini became best friends. Someone asked Anitha the reason for her change.

“I have understood that it is not for knowledge alone that my parents are sending me to school. I have to learn to become a good human being. Nandini made me realize that,” Anitha replied with a smile.

Collect all your thoughts together, and write five sentences on education. Share your views with others.

____

____

____

____

____

Skim and Scan

Skimming is used to quickly find the main ideas of a text. Remember, skimming is not a substitute for careful reading. It is usually done before reading a text.

Scanning is a technique used when one is searching for information in a passage. It helps, to find key words.

Start skimming this passage - run your eyes over the lines. Try to read as fast as you can. What is it about?

Which words and phrases seem important in this passage? Underline them.

The cashew is a seed. The cashew isn't really a nut, but a seed. It grows at the tip of the cashew fruit. Harvesting the cashew is a hard job. The oil that leaks out of the cashew shell can cause rashes.

Now, answer the following questions - in one word or phrase.

1. What does cashew oil cause to you? Answer: Rashes
2. Where does a cashew grow? Answer:
3. What is a cashew? Answer:

Were they easier to answer?

Run your eyes quickly over the first paragraph of 'Her Dream Bicycle'.

Malar lived at Keeranur village in Pudukottai district with her family. Malar was studying in Class VI. She was eleven years old and had two elder sisters and a small brother, Arul. Her father, Kathirvel, was a hard-working farmer. Of late, the rains were not regular and he could not always cultivate the two acres they owned. Her eldest sister, Ponni, was married to a mason and lived in Mathur with her little son Vikram. Her second sister, Mallika, had decided to learn tailoring after Class X and was attending a tailoring course in Mathur. Attending the course also gave Mallika a chance to visit her sister. But walking all the way made her tired and she often missed class.

What is this paragraph about? Answer in one word/phrase:

Which line introduces the theme of the story?

The last line of the paragraph:

Which words and phrases seem important in this passage?

Underline them. Focus on the key words. The important words would often be nouns or verbs.

Unit 3

Instruction to the Teacher

In this unit, an attempt has been made to open the door to the world of nature through a person whose speech has gained historical importance as one of the greatest ever written. It also makes children aware of colonisation across the world. Simultaneously,the beauty of the night has been evoked through a poem written by William Blake. A supplementary unit related to a Japanese folk tale has also been included. The framework for this has been built through learning about the beauty of the natural world and our fellow species through various relationships that man builds with them.

The unit has a framework for active learning. It is suggested that the introduction be interactive. It will open the child's mind to the possibilities of learning contained in the text.

The given activities help the child to read, to relate with the content, to understand, to recall, to think, to interact in small and large groups and also to present his/her learning to others in class. It would be vital to give all children a chance to present what they know, understand or infer.

Vocabulary activities and graphic organisers have been introduced wherever helpful. Poetry writing and story strips have been introduced in a creative manner.

It would be a good idea for the teacher to help children spot the punctuation marks and the cohesive devices and statements built into the text.

There is also a functional enrichment activity and a project.

A few responses from Class VI children from Government Schools across Tamilnadu have been added in this Unit to interest and enthuse learners.

An Open Letter

Prose

An open letter is one that everyone can read,
though it is addressed to one person.

How can you buy or sell the sky?

The background

When the Europeans first set foot in North America, they met the people who were living there. These people had no sense of ownership of land or nature. But the Europeans soon started fighting for land. The native people living there started resisting them. However, since they did not have any big weapons, they were defeated. They kept moving back, till they had nowhere to go. There was only the sea on the other side. Chief Seathl was the leader of a tribe in the North of America. He lived a hundred and fifty years ago. He was asked to sell his land to the government. In 1854, he wrote an open letter to the President of the USA, explaining why he could not sell his land.

In Preparation :
Let's discuss
Why is nature called sacred?

Chief Seathl - his bronze statue in Seattle, Washington

Here is a part of the letter that Chief Seathl wrote:

How can you buy or sell the sky, or the warmth of the land? The idea is strange to us. If we do not own the freshness of the air and the sparkle of the water, how can you buy them? Every part of the earth is sacred to my people. Every tree and every insect is holy in the experience of my people.

We are part of the earth and it is a part of us. The perfumed flowers are our sisters. The deer, the horse, the great eagle – these are our brothers. The top of the mountains and the grass on the earth are all part of one family of life.

So, when the great Chief in Washington sends word that he wants to buy our land, we do not understand. The river's murmur is the voice of my father's father. The rivers quench our thirst. The rivers carry our boats and they feed our children. If we sell you our land, you must teach your children to respect the water as a close relative. You must give the rivers the kindness that you give to each other.

We know that you do not understand our ways. One portion of the land is the same to you as another. You are like a stranger. You come to take from the land what you can. You do not treat the earth as your mother, but like your enemy and once you have conquered it,

Answer the questions

1. Who is Chief Seahtl?
2. Do you think it is important to respect nature? In this passage, whom does he call our brothers?
3. Where is the land he is writing about?
4. What does the river do for the people living there?

you move on. You take the resources of the earth from the future that belongs to your children and you don't care.

Teach your children what we have taught our children – that whatever happens to the earth will happen to all the creatures that live on the earth. If men spit on the ground, they harm themselves. This we know – the earth does not belong to us – we belong to the earth. This we know – all things are connected like the blood that unites one large family.

New Words

no sense of ownership: did not feel that they owned

sacred: holy and precious

perfumed: scented

murmur: utter sounds in a low tone

relative: someone connected by birth

extinct : no longer in existence

Let us understand [Tick the right answer]

1. This story is about :

   a. The earth b. The Government

2. The 'Chief' in Washington is :

   a. The President of USA b. Army General

3. This letter is about Chief Seathl's :

   a. anger at having to sell his land

   b. request for people to live at peace with the earth.

Let us remember

1. Chief Seathl describes the whole world as related because,

   a. Perfumed flowers are ....

   b. The deer, the horse and the eagle are ....

   c. The top of the mountain and the grass on the earth are

   ....

2. What does the Chief in Washington want from Chief Seathl?

   The Chief in Washington wants ....

   ....

3. How does Chief Seathl describe the water's murmur? Chief Seathl describes the water's murmur as................

   ....

4. Chief Seathl uses the word 'stranger' in the passage. What does he mean?

   By the word stranger, Chief Seathl means someone who ....

   ....

5. The words: .... the earth is not your mother could mean : (choose the correct option)

   a. The earth did not give birth to you

   b. You do not love the earth as you love your mother

Fill in this spider map: [small group]:

This map is a way of summarising the lesson. Discuss each heading and fill in what Chief Seathl speaks about.

Fill and share

The refusal

Why is Nature sacred?

Relatives in Nature

The request

The beauty of Nature
Opening statement

Who is a stranger?

HOW CAN ONE BUY OR SELL THE SKY?

Meaning of the concluding remarks

My responses

READ AND ENJOY

Beauty

The beauty of the earth
is a tree
The beauty of the tree
is a branch
The beauty of the branch
is a leaf
The beauty of the leaf
is a flower
The beauty of the flower
is a fruit
The beauty of the fruit
is its taste And the
beauty that I see
is in me…this poem.

V. Manigandan, Class VI

Talking together [in small groups]: Discuss and share [Oral Activity]

1. Do you think it is possible to buy or sell the earth? Why? Explain your view to your friends.
2. Why does Chief Seathl say that we do not treat the earth as a mother?
3. Do you think we need to improve the way we deal with nature? Why?
4. Do you agree that whatever happens to the earth will also happen to us? Why?

Thinking further – Discuss

Do you think we should treat our earth better? You could talk about the changes you think we should make and how to make those changes.

Let us learn (Individual / Pair Work)

We all know that verbs are 'doing' and 'being' words. The 'tense' of a verb shows the time in which an action happens.

We belong to the earth.
All things are connected.
The rivers carry our boats.
They feed our people.

The verbs in each sentence talk of a time that is habitual or permanent. This kind of verb is in the Simple Present Tense.

A. Read the following passage:

Dr. Vikram attends to the patients in Mudaiyur village. He gives medicines daily. He is kind and treats all people who come to him. Everyone in the village likes him very much. They respect his work.

The words in red tell you what Dr.Vikram is like and what he usually does everyday.

B. Use the simple present tense to complete the following sentences:

1. Dr. Vikram .... (work) in the Primary Health Centre.
2. He always .... (have) a medical kit with him.
3. He .... (go) on a scooter.
4. He never .... (deny) anyone the treatment
5. A nurse .... (help) him.

READ AND ENJOY
The Fragrant Rose

I woke one morn
And saw a rose with a thorn
Adorned with water pearls
And petals with many curls.

Alas! The wind blew,
And the petals flew.
I was angry with the wind
I felt that it had sinned

But the rose spread
its fragrance,
Smiling gently at
my ignorance!

C. Choose the correct form of the verb and fill in the blank to complete the sentence.

She ___ counting the sweets in the box. [am/ are/ is]

Your brother ___ listening to the radio. [am/are/is]

I ___ cooking dinner. [am/are/is]

Vamsi and Ragu ___ playing for the cricket team. [am/are/is]

We ___ reading about space travel. [am / are/ is]

The children ___ relaxing during their holidays. [am/are/is]

LET'S REVISE [End marks]

With your teacher:

Directions: After each definition, place the correct end mark — full stop (.), question mark (?), or exclamation mark (!).

1. This end mark follows a question: _____
2. This end mark shows strong feelings, surprise, or excitement: ______
3. This end mark is used at the end of a statement or command: ______

Individual/Pair Work

Directions: Read each sentence and place the correct punctuation mark at the end.

1. This book has many pages ___
2. When did Anjali and Karunya begin their journey ___
3. What did he say to his mother ___
4. I can't believe it ___
5. They saw many animals in the zoo ___
6. When were you born ___
7. What a beautiful drawing _____
8. How lovely the tree is ___
9. Did you do your homework today _____
10. It has rained for 3 days ___

'The rain falls, because there are some good people in that place, but it benefits every one who lives there'
- Avvaiyar

At Home [Extension Class]

Imagine There is a suggestion you want to make to the school you study in. [Green/red dustbins in class/planting a tree in campus]. Write to your class teacher making this request. Write a letter. Here is a format. Fill it.

Date ______

From

------------------------------------ ← Your Name & Address

To

------------------------------------ ← To the Class Teacher With the School Address

Dear Sir/Madam,

Sub: ______________________________ -Reg. ← Fill in

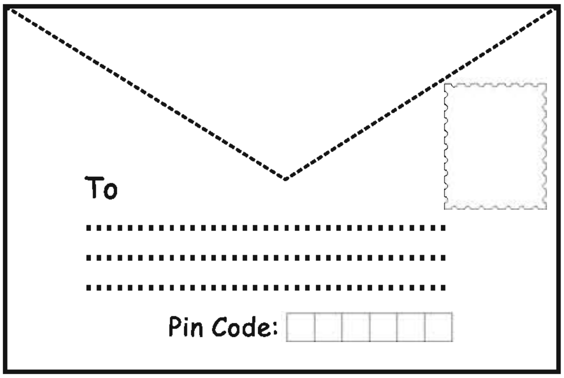
____
____
______________________________ ← What do you want to convey?

______________________________ ← Concluding remark

Yours ______________ ← sincerely/truly/obediently Select one and fill

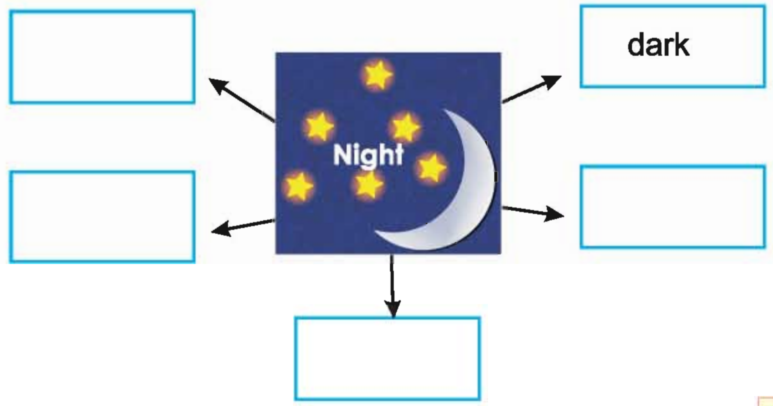
______________ ← Your name

Address on the envelope



In preparation

All of us have seen the night. How do you describe the night?



NIGHT

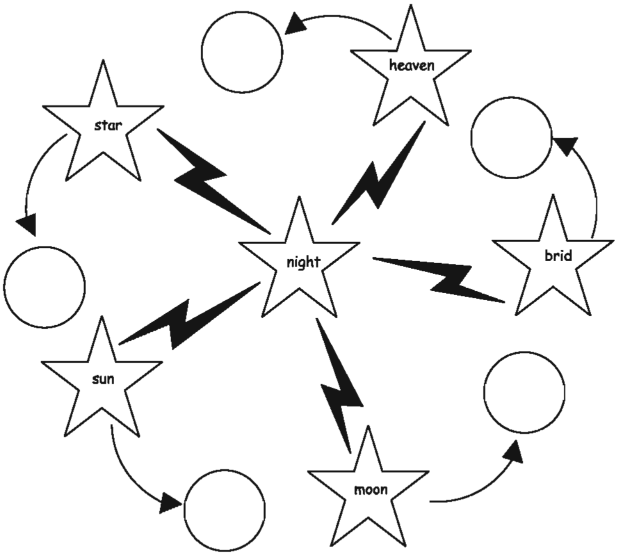
The sun descending in the west,
The evening star does shine,
The birds are silent in their nest,
And I must seek for mine
The moon, like a flower
In heaven's high bower,
With silent delight,
Sits and smiles on the night.

- By William Blake.

New Words

descending : going down
evening star : the first bright star that is seen in the west at night
bower : a shady area
delight : happiness

FILL IN



Let us understand

1.Who is the speaker in the poem?

The speaker in the poem is ______________________________.

2.How do we know that the poet likes the night?

We know the poet likes the night because ____________________

__________________________.

3.Why does the poet say 'and I must seek for mine'?

The poet says 'and I must seek for mine' because _______________

____________________________________.

4.Read the last four lines again. What do you think they might mean?

a.The moon is happy

b.The poet feels happy looking at the moon

c.The moon is smiling on the night

Supplementary Reader

The Fairy Crane

Once upon a time, there lived an old man and his wife all alone in a small village. They had no children. One day the old man was walking along the road when he heard the sound of wings. Following the sound he found a beautiful white crane caught in a snare.

"Oh, you poor thing!" he said."I will help ou out". He set the crane free and it flew into the sky. That night there was a knock on their door. When the old lady opened the door, a young voice said, "May I come in?" It was a girl of twelve. The girl said, " I have lost my way. Please let me stay in your house tonight."

The old people were very happy to have a young girl in their midst. When the girl told them that she did not have parents, the old couple wanted to adopt her. The girl agreed. So the little girl happily stayed with them.

New Words

snare : trap

set free : help to become free

Every day, the old man wove some cloth and sold it at the market and the old lady helped him. The girl saw how hard the old people worked, to live. So she said to her new parents, "If you will promise not to look at me even once while I work, I'll weave some cloth in the weaving room." After that, they only heard the sound of the loom during the day and in the night the girl gave them the most beautiful piece of cloth they had ever seen. Every one wanted to see and buy the fine and beautiful cloth. Soon, the old man and his wife started to live more comfortably.

The old woman was curious and wanted to see her daughter make the cloth. So,one day she peeped through the window of the weaving room and saw a strange sight. There, sitting on the loom was not her daughter but a beautiful white crane, using its own white feather to weave cloth.

That night when they were sitting together for dinner the crane-girl said, " I am the crane you saved long ago. I have been weaving cloth to repay your kindness, but now that you know my secret I cannot stay here any longer."

The old people were very sad and their eyes filled with tears. They understood the crane, and knew they had to let go of their crane-daughter. "Goodbye and good luck" said the girl and changed into a beautiful white crane. The old couple sadly watched her flying away.

New Words:
loom : a weaving frame
curious : interested, wondering

LET US EXPAND

Here is a small story outline for you to connect. Try to make at least 10 sentences.

I went to the market – it was raining – forgot to take an umbrella – saw an old one in a shop – took it and came home – my father came back wet – 'some thief stole my umbrella' – felt ashamed – apologized.

You can add other details to this outline, if you wish.

YOU CAN DO MORE [Functional Enrichment Activity]

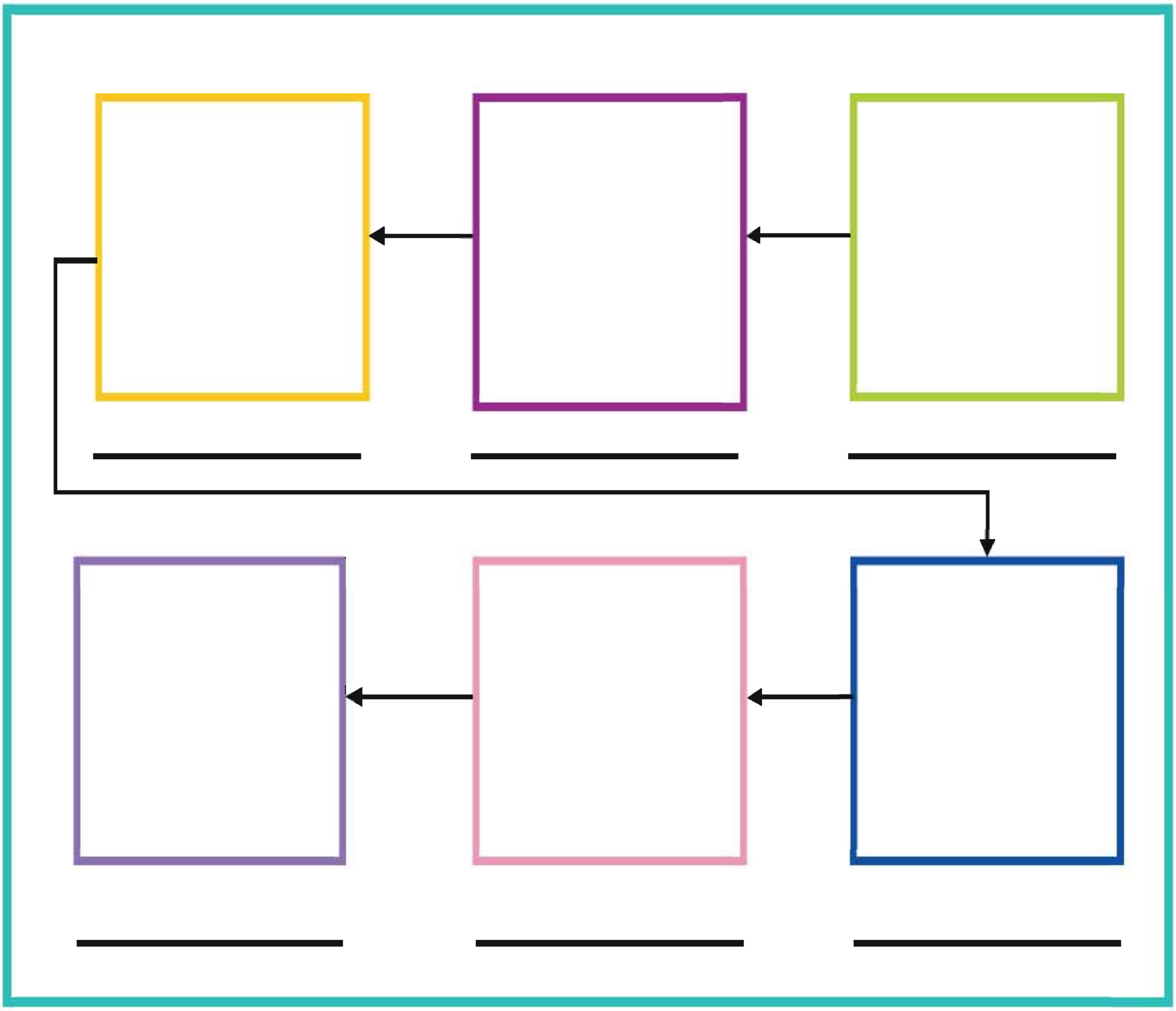
Study your locality and make a list:

S.No	Kinds of birds	Kinds of trees	Water Storage areas	Kinds of animals

PROJECT

Create a story strip or recreate a known story

Draw pictures that represent key events in a selected sequence. Then write a caption under each box that explains each event. Draw the events in the order in which they occur in your story.



Develop the above hints into a meaningful story.

Skim and Scan

Start skimming this passage - make your eyes move over the lines. Try to read as fast as you can. What is it about?

Rivers

The river's murmur is the voice of my father's father. The rivers quench our thirst. The rivers carry our boats, and they feed our children. If we sell you our land, you must teach your children to respect the water as a close relative. You must give the rivers the kindness that you give to each other.

Which words and phrases seem important in this passage?

They are underlined. Put them in this table by grouping them into verbs and nouns.

Fill in the blanks.

Verbs	Nouns
quench	t__________
carry	b__________
feed	c__________
sell	l__________
teach	c__________
respect	w__________
give	the r__________
give	k__________

Now, answer the following questions - in one word or phrase.

1. What do rivers do? ____________________, ____________________, and ____________________.
2. What must we give rivers?

   We must give ______________________________

Were they easier to answer?

Run your eyes quickly over the first paragraph of 'The Fairy Crane'.

Once upon a time, there lived an old man and his wife all alone in a small village. They had no children. One day the old man was walking along the road when he heard the sound of wings. Following the sound he found a beautiful white crane caught in a snare.

What is the key sentence? Fill in.

They ....

Which phrase introduces the theme of the story?

A beautiful ....

Unit 4

Instruction to the Teacher

In this Unit, an attempt has been made to help students to see the strength in diversity. The prose passage is an interaction between the teacher and her students through the biography of a person who was a legend and a visionary, though struck by early tragedy – Helen Keller. It also informs the young learner about what he or she can bring to life – a positive attitude and the willingness to work. Simultaneously, the inner world of a child's capacity to interact meaningfully has been evoked through a poem written by another extraordinary person – Dipti Bhatia. Dipti lost her vision at a very early age but has managed to bring light into the lives of several young people who have been denied the right to equitable education because they are differently-abled. The supplementary section is a small play evolved from a story written by the children of Vidya Sagar, an institution for people with special needs in Chennai. The framework for this unit is to learn about how to live and grow, respecting the diversity of our abilities and learning to value our strengths. There is a slight increase in the complexity of language use through the introduction of another literary form - Drama.

The unit has a framework for active learning. It is suggested that the introduction be interactive, opening the child's mind to the possibilities of learning contained in the text.

The given activities help the child to read, to relate with the content, to understand, to recall, to think, to interact in small and large groups and also to present his/her learning to others in class.

Vocabulary activities and graphic organisers have been introduced wherever helpful.

In this section, there is a revision of the types of sentences. There is also a reiteration of the subject and the predicate of a sentence, in preparation for learning about the SVO and SVC structures in later units.

The Simple Past Tense is formally introduced through activities and children are made aware of run-ons through an exercise. The functional enrichment activities involve a small exercise in reporting as well.

There is a suggested extension activity and a project.

The Mystery of Language

Prose

A short biography of Helen Keller

Have you heard about her before? She was born 150 years ago in a small town in Alabama, USA.

Her name is Helen Keller.

When Helen was one and a half years old, she became seriously ill and lost her ability to hear and see. Till she was six, Helen spoke through simple signs and actions, for simple words like 'Yes', 'No', 'Mother', 'Come' and 'Go'.

When she died at the age of 87,she had written many books, won many awards and films had been made about her life and work.

Now read on to know more about this remarkable person.

> The most beautiful things in the world cannot be seen or even touched, but just felt in the heart.
> - Helen Keller

Student : Teacher, if she could only communicate through signs, how did she write a book?

Teacher : I will tell you her story.

S : Thank you, teacher!

T : When Helen was one and a half years old, she lost the ability to see and hear. It became more and more difficult for her to share what she wanted to say, because her mind was racing ahead. Despite this, she learnt to do some chores at home, like folding her clothes and putting them away.

S : What did Helen's parents do?

T : Helen's parents realized that she needed a person who could teach her to communicate with people. So they took her to Alexander Graham Bell, the inventor of the telephone. He had also discovered ways of helping children who found it difficult to hear. His wife, Mabel, had lost her hearing at an early age due to fever. He suggested that they write to Perkins school.

S : What did they do at Perkins School?

T : Perkins School was established nearly 200 years ago and serves people who have problems with their vision. Helen's mother Kate wrote to the Head of Perkins School to ask for a teacher and they sent her their star student, Anne Sullivan. The day she arrived, Helen's life began to change.

S : What did Anne Sullivan do?

New Words
- remarkable : great
- chores : regular tasks
- spout : a pipe or a tube on a container
- rapidly : very quickly
- mystery : strange and interesting
- explore : to examine something completely

Young Helen and Anne Sullivan

T : Anne was 21 when she came to teach Helen. She found a way to make Helen understand words and their meanings. She began to teach Helen letters by writing them on her palm.

S : Wasn't that difficult?

T : It was difficult at first. Then, something happened that made Helen's learning much faster. She learnt the word, 'Water'. Let us hear about this in Helen's own words: 'Someone was drawing water and my teacher placed my hand under the spout. As the stream rushed over one hand, she spelled into the other, the word, 'water', first slowly, then rapidly. I stood still, my whole attention fixed...suddenly I felt a thrill...and somehow the mystery of language was revealed to me.' Do you know, Helen learnt 30 new words that day? Quickly she learnt words and then sentences.

visionary : a person who plans the future
pioneer : a person who is the first to study and develop a particular area of knowledge
unemployed : jobless
diverse : different
acceptance : the act of agreeing

S : What a wonderful teacher!

T : Yes. Helen's teacher wanted her to explore the world around her to ask questions and to experience nature. Helen loved to smell and touch flowers to respond to nature. She was a learner till the end of her life. She knew three other languages knew how to play chess and even ride a horse!

Statue of young Helen learning the mystery of language at the water pump, unveiled in Alabama, 2009

S : Did Helen go to college?

H.R : Helen was the first person among those who could not hear or see, to graduate with distinction from any College. While she was at Radcliffe College, she wrote her first book, 'The Story of My Life', that has been translated into 50 languages!

S : This is so wonderful to hear! What else did she do?

T : She was a visionary and a pioneer, helping to make the world a better place for differently abled people, particularly children. Later on, in her long life, Helen Keller concerned herself with the needs and rights of the unemployed and the poor as well. She went on many lecture tours with her teacher and even acted in a film!

S : Has she acted in a film?

T : Yes. Many films and plays have been made about her and her amazing teacher.

S : I wish I could meet her!

T : That is a nice thought! But Helen Keller died peacefully in her sleep, in 1968. She was 87 years old. But her mission lives on, to inspire and guide each one of us in our journey into love and acceptance of diverse abilities among people and in the world around us.

LET US REMEMBER

I. Say True or False:

1. Helen lost her ability to hear and see when she was four years old.
2. Anne Sullivan was a student of Perkins School.
3. 'Flower' was the first word taught by Anne to Helen.
4. Helen's first book, 'The Story of My Life' has been translated into 32 languages.
5. Anne's arrival changed Helen's life totally.

II. Answer the following questions:

1. What made Helen unable to see and hear?
   Helen was unable to see and hear because
   ....
2. What was the most important day in Helen's life?
   The most important day in Helen's life was............................
   ....
3. What did Anne Sullivan want for her student Helen?
   Anne Sullivan wanted Helen to ....
   ....
4. What were the different things Helen learnt?
   The different things that Helen learnt were
   ....
   ....

READ AND ENJOY

They took away what should
have been my eyes,
(But I remembered Milton's
Paradise).

They took away what should
have been my ears,
(Beethoven came and wiped
away my tears).

They took away what should
have been my tongue,
(But I had talked with God
when I was young).

He would not let them take
away my soul -
Possessing that, I still possess
the whole.

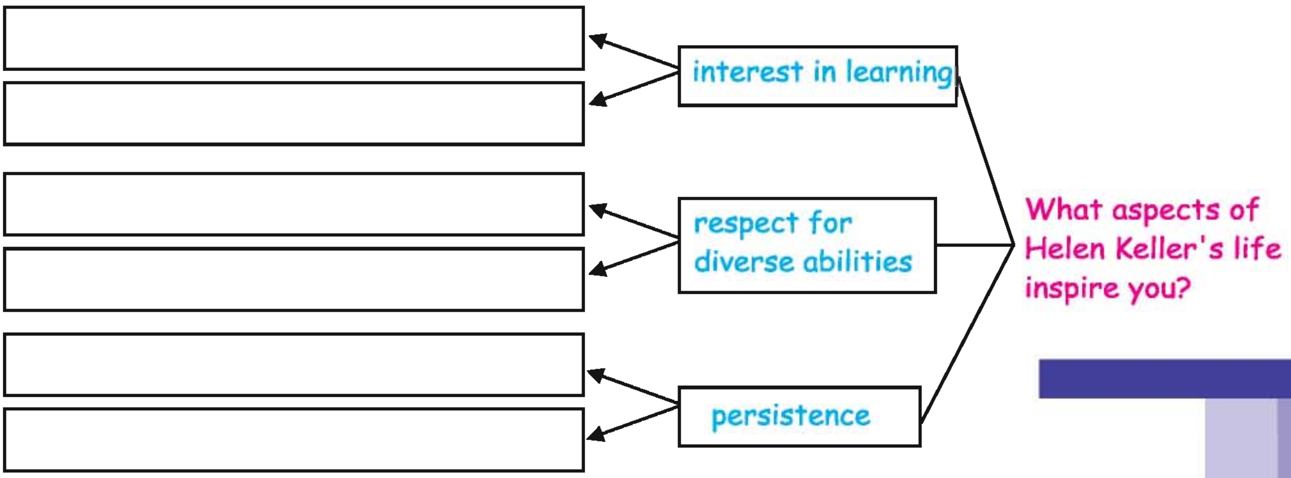
-Helen Keller

John Milton: a great English poet who could not see

Beethoven: a famous German music composer who could not hear

Instances from her life.....

Does Helen Keller's life inspire you? How?



Talking together

Discuss in small groups: What makes it difficult for differently-abled girls to access education, or find employment? Do you think this is fair? What is it that you learn, from Helen's attitude to life?

LET US REVISE

Now, let's move on and revise the kinds of sentences;

These are some examples for you. Study them carefully;

1. There was no rain for a year. - Assertive/Statement
2. Please, save me. - Imperative / Request
3. Where did the crocodile live? - Interrogative/Question
4. Oh, how hot it is! - Exclamatory

I. Shall we now try to classify the following sentences?

1. Have you visited a zoo?
2. Go in a line.
3. Chennai is the capital of Tamilnadu.
4. How great! We have won the match!
5. What is your favourite cartoon character?
6. Please, forgive me.
7. Don't play in the rain.

II. Match the following:

SENTENCE	KIND
1. What a simple question it is!	Imperative
2. Why are you in a hurry?	Assertive (statement)
3. Save rain water.	Exclamatory
4. Education refines one's mind.	Imperative (request)
5. Please avoid use of plastic bags.	Interrogative

Subject - Predicate

Let's look at the concept of a sentence.

A sentence is a group of words which has a complete meaning. It must have two parts; a subject and a predicate. The subject is the person or the thing which the sentence talks about. The predicate, which contains a verb, mentions something about the subject.

Example:

The girl | took her bag to go home.
Subject | Predicate

Here, the subject is 'the girl' - person.

The predicate is 'took her bag to go home' - what is mentioned about the girl.

Exercise I:

Match the subject in Column A with the predicate in Column B.

COLUMN A	COLUMN B
1. Bharathiyar	has opened the sports complex.
2. My friend, Sundar	works well.
3. The weather	our holidays very much.
4. The students	is an engineer.
5. The Minister	learn to sing songs.
6. We enjoyed	seems to be nice.
7. My computer	was a poet.

Exercise II:

Add a predicate to these subjects using your own words. One sentence has been done for you.

1. The milk man supplies milk everyday.
2. The train ....
3. The villagers ....
4. My house ....
5. These books ....

LET US LEARN

Now, we will learn about the Past Tense:

Read the following sentences:

1. The students answered all the questions correctly.
2. My friend sent a message to me.
3. The girl sang a song in the prayer.
4. We did not understand the situation.

The underlined verbs are in the Simple Past Tense.

Read the following passage and circle the verbs given in the past tense.

On December 24th, in 2004, huge waves struck the seashore of the Bay of Bengal. India had never witnessed such a calamity ever before. It killed thousands of people. Many became homeless. The waves caused great damage. Nature showed its cruel face to mankind. It was the tsunami.

Use the simple past tense to complete the following sentences:

1. We ________________ (arrive) here at 6 'o' clock.
2. He ____________________(go) to Chennai yesterday.
3. I ________________ (write) a letter last week.
4. The gardener ________________ (catch) a snake this morning.
5. The street dog ________________(bite) a small boy ten minutes ago.

We use simple past tense for a completed action in the past. Fill in the blanks:

Here is a picture of a car festival. A boy narrates how he enjoyed it.

On Friday, I.................... (go) to watch a car festival in my village. There I .... (enjoy) myself very much. People .... (come) from many places. There................................ (is) a lot of talk. I .... (taste) delicious ice cream. I .... (watch) a magic show and................................ (feel) happy. My mother................................(buy) me some toys. My brother and I .... (enjoy) ourselves on the merry-go-round. We .... (come) home and went to sleep.

Share and enjoy

[Individual/Pair work] Each word contains a letter pattern. Use the pattern to make other words.

a. lame [ame]	_f_ ame	_n_ ame	_g_ame
b. seat [eat]	___ eat	___ eat	___ eat
c. past [ast]	___ ast	___ ast	___ ast
d. pair [air]	___ air	___ air	___ air
e. right[ight]	___ ight	___ ight	___ ight
f. spear[ear]	___ ear	___ ear	___ ear

Make compound words

Write the whole word.

Compound words are made from two or more smaller words.
eg; 'earthquake' = earth + quake

FILL IN

a. earth __quake____	beat
b. table __________	milk
c. motor __________	quake
d. hair __________	bike
e. butter __________	word
f. pass __________	cloth
g. heart __________	ground
h. back __________	band

LET US LEARN: RUN-ONS

If you put two sentences together without a full stop or connecting word, you have created a run-on.

You can correct a run-on by yourself. Place a full stop [.] or one of the following connecting words [and / but], in the sentences below. The two have been done for you.

Remember

When you use a full stop, the next word has to begin with a **capital letter.**

Usually, you need to use a comma before you write a connecting word.

1. The girls played basketball the boys played tennis.

   The girls played basketball [.] The boys played tennis. Corrected

2. Newton is famous for the three Laws of Motion Edison is famous for the invention of the light bulb.

   Newton is famous for the three Laws of Motion [. /and] Edison is famous for the invention of the light bulb. Corrected

3. I love watching movies I love eating popcorn in the theatre.

   .... Corrected

4. My parents wanted to go out it was raining.

   .... Corrected

5. Republic Day is on January 26th Independence Day is on 15th August.

   .... Corrected

6. Mani loved visiting Kanyakumari Saritha preferred just to stay in Vellore.

   .... Corrected

7. My cycle broke down I need to buy a new one.

   .... Corrected

YOU CAN DO MORE [Functional Enrichment Activity]

Imagine that you are a journalist and that you have been asked to cover an interesting event/issue in your area.

1. What are the various things that you will write/talk about? Make a list.

2. Write about the event/issue.

Share it in class.

Poem

In preparation

What makes people different from each other ?
When you come across someone who is different from you, how would you relate to them?

differences

height

age

New Words
standing apart: feeling removed from others
isolated : cut off from others
companion : someone who accompanies a person
participate : take part in
spectator: onlooker
responsibility: taking care of
right: that which is every person's due
opportunities: have the space to do or explore
favour : benefit, gift,
included: part of, belonging

Inclusion
(ஒருங்கமைப்பு)

To be a part
And not stand apart
To belong
And not to be isolated
To have friends
And not just companions
To feel needed
And not be just a person with needs
To participate
And not just be a spectator
To have responsibilities
And not just enjoy rights
To have opportunities
And not favours
Is to be really 'included'

\- Dipti Bhatia

Let us understand: [Small Group] – Discuss and share

1.What is inclusion?

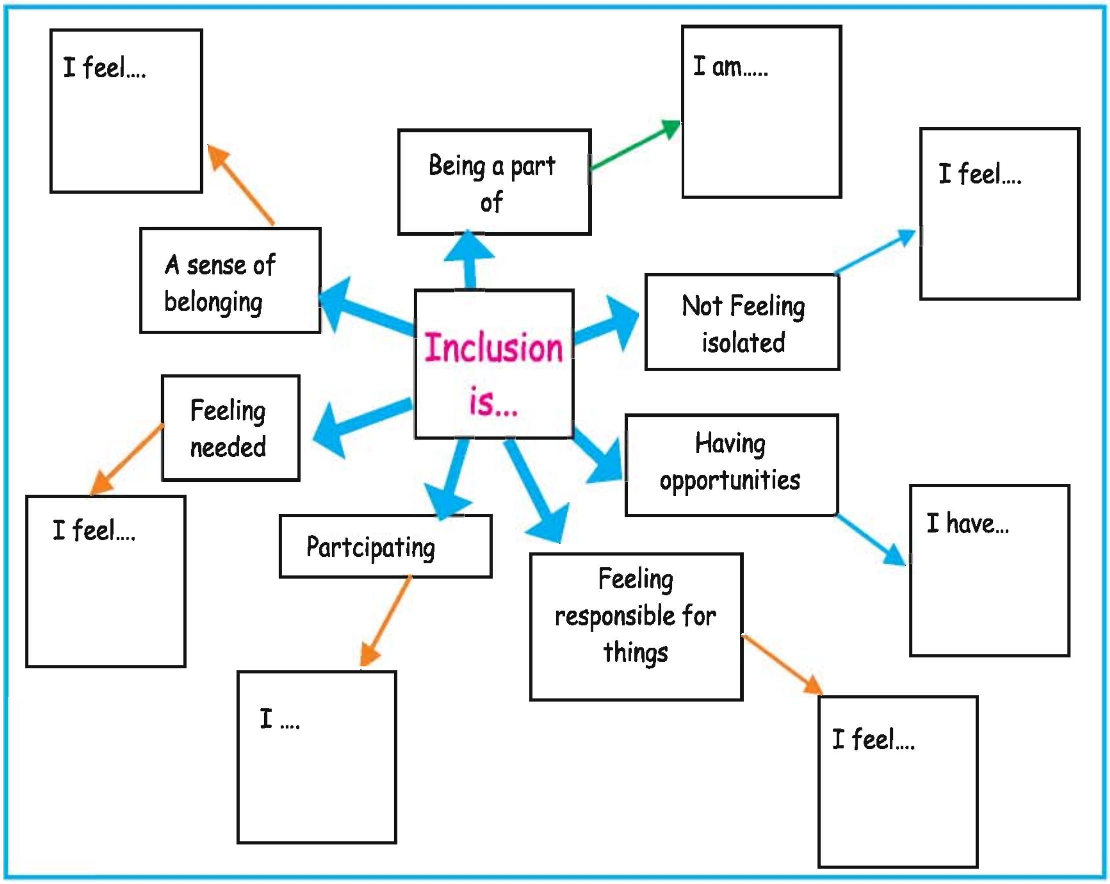
2.How can a classroom be made 'inclusive'?

3.What would it need from each one of us?

4.What steps can we take right away?

Analyse the different abilities and talents and strengths of your class. Tabulate your findings.

When do you feel included?



To think about! Write and share.

My abilities; my challenges, my opportunities, my dreams.... Can I accept diversity? Do I accept myself?

PROJECT

Look around you. Each one of us is unique. All of us have different abilities, different talents, different strengths. Each of us has a different dream, too! Find how many different abilities your classmates have. Make a list of what their dreams are. Build a relationship with one child whom you feel is different from you. Keep a journal. See whether your views change.

KALPANA CHAWLA AWARDEE, 2009

Rajalakshmi M.Com, MBA.

'Success is not something to wait for; it is something to work for.'

Jessica Cox

Jessica Cox

was born without arms. She is 25 years old. Here she is standing in an aircraft. This American girl is the first pilot licensed to fly, using only her feet! She can even drive a car! She can swim and write as well as anyone with arms. She is also good at martial arts.

Meet young Rajalakshmi from Usilampatti

Rajalakshmi was struck by polio at the age of five. Supported by a loving family, she is today an all-rounder who wants to do something good for the girl children in her home town, Usilampatti. She has won many medals for her achievements in athletics.

Says Rajalakshmi,

'I may have been affected by polio, but education has helped me to realize my dreams.'

Each One is Unique

Here is a small play adapted from a story written by the children of Vidya Sagar, an institution for children with special needs in Chennai. The play deals with Prakash and Ram who study in the same class. Prakash can walk. Ram uses the wheel chair. Will Ram be included in class games?

Nitya : Hi, Ram! Have you finished your homework?

Ram : Hi, Nitya, I've finished it.

Ashwin : Give me your homework notebook, Ram. I will keep it on the table for correction.

Ram : Thank you, Ashwin.

Ashwin : Ram, have you done your Physics project?

Ram : Yes. I have made a model of Rain Water Harvesting.

Nitya : Ram makes such good models. (Bell rings)

Prakash : (coming in) : Hey, I came to take you to the playground for lunch.

Ashwin : Yes, never forget your best friend, do you?

Prakash : How can I forget him? He never forgets me.

Ram : It is because of Prakash that I could join this school this year. He told my parents that I had to apply for admission to Class VI.

Ashwin : Okay, okay! We are happy, too! Prakash, join us for a game of cricket after lunch.

Prakash : Yes, sure.

Ram : Let me join too.

Prakash : How can you play, Ram? You can't move on the field or hold a bat. I'll play carrom with you later.

Ram : (sighing) Yes, Prakash.(A month Later)

Amit : I wonder why Prakash is not on time. We have a big match tomorrow.

Ashwin : He said he would come for morning practice but the bell is going to ring now. (Prakash comes in limping)

Amit : What happened Prakash?

Prakash : Accident! My father's scooter hit an auto, and I fell down. He had to take me to the hospital. It's a simple sprain.

Nithya : How sad! Now how will you play in the match?

Prakash : Hey, I can bat. Someone can run for me.

(Amit and Ashwin look at each other)

Amit : Sorry, Prakash. It's an important match.

Prakash : Are you telling me I'm not in the team any more?

Ashwin : Well! Yes.

Nitya : Prakash, be reasonable. How can you play with a sprained foot?

Prakash : Oh! Okay! (All except Prakash go out)

[Bell rings] Ram comes in.

Hey, Prakash. What happened?

> **HOW IT FEELS**
>
> We all have different abilities. Some of us can sing well. Others can write well. Yet another person can run fast, or draw beautiful pictures. What do we do, when someone can't do something that we can? Do we include

Prakash : Nothing, a small accident. I'll be all right, don't worry.

Ram : What about the match tomorrow?

Prakash : I can't play.

Ram : That's too bad, Prakash. You've practised so hard and now you can't play.

Prakash : You know how I feel, don't you? To watch other people play, when you can't join?

Ram : Yes, I do. I have felt this all my life, Prakash.

Prakash : I will never let it happen to you again, Ram. Never. We'll all find a way to play together.

Ram : (smiling) Thanks, Prakash. That would be good. In the meantime, let's play carrom. (They laugh)

Skim and Scan

Tamilnadu NEWS

Weather broadcast

Saturday, 6.30 am

The Meteorological Department has announced that a low pressure has formed in the Bay of Bengal to the south-east of Ramanathapuram District. High waves are expected to lash the coast. Fishermen are advised to keep indoors for the next 24 hours.

Sunday, 6.30 am

Heavy rains lashed Chennai and its suburbs on Saturday night, as the low pressure that built off the coast of Ramanathapuram District moved northwards and turned into a cyclone of moderate intensity. Many roads have been flooded and a few suburban areas have been cut off from the rest of the city.

If you were listening to the news, what would you gather?

Saturday:

1.

2.

3.

Sunday:

1.

2.

3.

Suppose you were the newsreader on Monday, 6.30 am. What would you say about the cyclone and the weather? **Write 5 sentences.**

Instruction to the Teacher

In this Unit, an attempt has been made to create a sense of involvement with the folk arts and to open the learner's mind to the ways in which they enrich our lives and contribute to our culture. Simultaneously,the inner world of a child's own journey into his / her culture, has been facilitated through questions and craft and project activities. The second part of this unit has a poem that glorifies the relationship that will always be special, regardless of changing times - one's relationship with one's grandparents. The questions asked help the child reflect on his/her relationship with older people.

A supplementary unit related to a popular story about Akbar and Birbal, 'The Unlucky Face'throws light upon the unfairness of superstitious beliefs. The learning framework is structured around culture in various contexts - in the folk arts, in relationships, in social superstitions and in festivals. The functional component involves questions on places of cultural interest. There is a lateral increase in the complexity of the language.

This unit presents a framework for active learning. It is suggested that the introduction be interactive. It will open the child's mind to the possibilities of learning contained in the text.

The activities given, help the child to read, to associate with the text, to understand, to recall, to think, to assess and interact in small and large groups. The child is also given an opportunity to present his/her learning to others in class.

The grammar learnt in this section is sentence patterns. The SVC/A (subject, verb, complement/adjunct) and SVOA patterns have been reinforced here through many exercises. Adverbs and Adjectives have been revised.

It would be a good idea for the teacher to help children pick out the language learning elements built into the text.

There is a suggested extension activity and two projects.

Prose

Sing and Dance with Us

Puravi Attam [Poikkal Kudhirai - Dummy horse dance)

புரவி ஆட்டம் (பொய்க்கால் குதிரை)

Hi! I can perform the Poikkal Kudhirai dance. Can you see the 'dummy' (false -'poi') figure of a horse on my hips? The dummy horse is made of jute, cardboard, paper and glass. I dance on wooden 'legs' or stilts that I attach to my feet. It isn't easy to dance on stilts. Earlier, stilts were used to prevent the dancer from being harmed by snakes or scorpions. We can do many acrobatics too. While dancing, I sometimes carry a sword or a whip. Do you know, I regularly dance in Delhi on the Republic Day parade?

Bommalattam or Puppetry

பொம்மலாட்டம்

Have you ever seen a puppet show? How do you think the puppets dance? We, the puppeteers, stand behind a screen and the puppets are held in front of it. We make the puppets dance and speak using strings or wires. There are different kinds of puppets. Puppetry is a very ancient art and it is enjoyed all over the world. You can make your own puppet too and make it speak!

Therukoothu (Street play)

தெருக்கூத்து

Purisai Duraisami Kannappa Thambiran

You might have seen us dancing on the streets and in the open air. Our performances are usually between the months of Panguni [March-April] and Aadi [July-August]. We tell stories, sing songs, dance and create our own dialogue in shows. We begin the show late in the evening and continue throughout the night. We wear traditional costumes, rich in colour. We use face masks, head and shoulder gear and shields too. The harmonium, mridangam and cymbals are our musical accompaniments. The Central and State Governments encourage us in many ways. Have you seen Therukoothu? Purisai is a small village in Thiruvannamalai district famous for this art form and Duraisami Kannappa Thambiran is a well - known Therukoothu artist. Would you like to try making one of our masks?

Villupattu(Bow song) வில்லுப்பாட்டு

Have you heard us singing with a Villu (bow) fixed with bells? Our main singer narrates a tale along with some lively song and the rest of the troupe sings along with him or her as a chorus. We also use other musical instruments for the rhythm.

Thappattam: தப்பாட்டம்

Children , do you know that Thappattam has been in practice from ancient times? In Tamil, the word 'parai' means to 'speak' or to 'tell'. The parai is an ancient instrument performed in the courts of Sangam, Chola, and Pandiya rulers. The drums were used to announce important messages and orders of the great Tamil Kings. The famous epic **Silapathigaram** talks about the striking rhythm of the Parai (Thappu). The same person beats the Thappu and also dances.

Oyilattam: (Dance of beauty and grace) ஒயிலாட்டம்

Can you see our coloured handkerchiefs? We wave them, as we dance.

Twelve to twenty of us stand in a row and perform the dance to rhythmic music with intricate footwork and graceful gestures. Just imagine...... how colourful it would be. This folk art is originally from Madurai and Theni and is now popular throughout Tamilnadu. Our costumes include a coloured sash(cloth belt) around our hips, a coloured turban or ribbon on our heads and bells on our feet. Nowadays, both men and women do this dance. Here we are at the Republic Day Parade, in Chennai.

New Words

accompaniments	:	instruments that are played along with a song or dance
mask	:	a covering, worn usually over the face
narrates	:	tells a story
troupe	:	a group of performers
ancient	:	very old
intricate	:	carefully designed
popular	:	appealing to many people
gesture	:	action

LET US UNDERSTAND

Tick the correct answer.

The Poikkal Kudhirai dancer has to perform on

☐ silver stilts ☐ iron stilts ☐ wooden stilts

Skilled puppeteers manipulate the puppets using

☐ switches ☐ sticks ☐ strings and wires

Therukoothu is performed

☐ in a theatre during the day ☐ on the stage, with lights

☐ on the streets and in the open air

Koothu is performed between

☐ April and September ☐ March and July

☐ October and December

Villupattu has

☐ a main instrument or bow ☐ a musical instrument

☐ a chorus ☐ All the above

Oyilattam was originally a folk art form from

☐ Kanyakumari ☐ Coimbatore ☐ Madurai and Theni

LET US REMEMBER

(A) Discuss in pairs and answer these questions:

1. How many folk art forms have been mentioned in this passage?
2. What is the other name of Poikkal Kudhirai?
3. Why is it called by that name?
4. How are puppet shows presented?
5. How is Therukoothu performed?
6. How is the Villupattu sung?

(B) Complete these sentences in your own words:

1. Therukoothu is associated with........................village in Thiruvannamalai District of Tamilnadu.
2. The singer narrates a tale through some lively songs in a ....
3. The Parai is an ancient instrument used in the courts of .... kings.
4. .... is danced holding colourful handkerchiefs.
5. Puppets are used in a .... performance.

Let us revise

Adjectives:

Write one word each to describe the following.
(Work in pairs)

1. Poikkal	wooden
2. Puppets	
3. Snake	
4. Song	
5. Instrument	

These describing words are adjectives.
Share your adjectives with others.

Work in pairs to form meaningful sentences.

Adverbs

Let us revise with an example.

The Therukoothu actor, Purisai Kannappa Thambiran, spoke beautifully.

The adverb 'beautifully' describes how Kannappa Thambiran spoke.

We went to a Thappattam programme yesterday.

The word 'yesterday' tells us when we went to the programme.

The Villupattu singer was heard across the playground.

The word 'across' describes where the singer could be heard.

Fill in the blanks with the following adverbs.

almost completely today quickly neatly
colourfully skillfully bravely happily

We went to a Bommalattam programme ________. We were ________ late, and therefore ________ took to our seats. The hall was ____________ full. The dolls were __________ and __________dressed. The puppeteers ________ moved them to create the story. We were all very interested. The hero _______fought the bad man and won. After the programme,we all returned home ________.

LET US LEARN

Read these sentences:

1. Mohana wrote a poem.
2. They play foot ball every evening.
3. Kandhan bought a bag yesterday.
4. I met my friend near the temple.
5. The rose is beautiful.

Look at the underlined words:

- In sentence one, Mohana is the doer of the action. We call Mohana the subject (S).
- In sentence two, play is the action word. We call play the verb (V).
- In sentence three, bag answers the question 'what'. we call bag the object (O).
- In sentence four, my friend answers to the question 'whom'. my friend is the object (O).
- In sentence five, beautiful is a describing word, which tells us more about the subject. We call beautiful the subject complement. (C)

A complement can be a noun or an adjective.

Look at these sentences:

a) You are kind.

b) Gayathri is a doctor.

The underlined words describe the subject.
They also help to complete the meaning of the sentence.
They are called complements.

A) Identify the complement in the following sentences:

a. Abdul Kalam is a scientist.
b. Cellphones have become common.
c. Akbar was a great king.
d. Books are good companions.

B) Note the underlined words:

1. Anand reads his lessons regularly.
2. Kavitha collected pictures sincerely.
3. Uma painted a picture carefully.

4. The bird flew swiftly.

5. You wrote me a letter yesterday.

In each of the sentences, the highlighted word tells us how or when a particular action is done. This word is called an adjunct.

An adjunct can be a word or even a group of words eg: in the morning.

C) Fill in the blanks using the adjuncts given in brackets below:

1. Gokul speaks English _______________ .
2. Children do their homework ____________ .
3. Priya sings _________.
4. Suresh opened the door __________________ .
5. Peacocks dance _________.

(beautifully, fluently, regularly, sweetly, hurriedly)

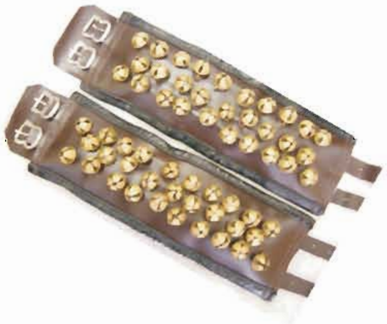
D) Identify the sentence pattern:

For you

1. We should save rainwater - SVO
   S V O
2. Ravi handled the glasses carefully - SVOA
   S V O A

By you

1. Akbar showed the way.
2. Shobana consulted a doctor yesterday.
3. India got independence in 1947.
4. My uncle owns a car.



WORD PLAY

Add the correct vowel pair to complete each word

a. dr ea m [ea / ae] vision
b. l _____ ther [ie / ea] skin of animals
c. ch _____ r [ea / ai] we sit on it
d. d _____ d [ei / ie] passed away
e. b _____ ld [ui / ie] to erect or create
f. t _____ [oe / ea] in the foot
g. s _____ l [ai / oi] earth, mud
h. str _____ m [ea / ai] small river

i. cl _____ n [ai / ea] make tidy

j. cl _____ d [ao / ou] It brings rain!

LET US REVISE

Fill in the right words.

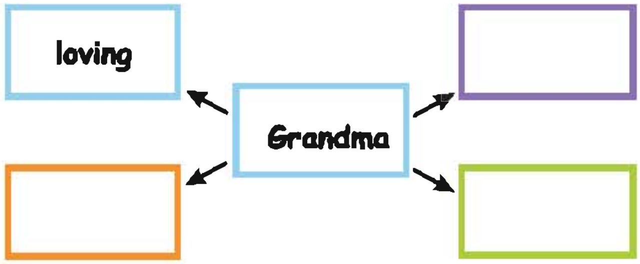
was had loved because was now had were

Mani was very happy. His dog, Tiger, ___________ jumping and playing again. Tiger ___________ been unwell for the past week. ___________, it was time for Mani to go back to school in Chennai, as his holidays ___________ over. Tiger ___________ very sad, ___________ Mani was leaving him so soon. Mani ___________ taken care of him very well. They ___________ each other very much.

Poem

In preparation

Grandma is always special. How special is your grandma ?



Granny Granny Please Comb My Hair

Granny granny,
Please comb my hair
You always take your time
You always take such care

You make me sit on a cushion
Between your knees
You rub a little coconut oil
Parting my hair as gentle as a breeze

Mummy mummy
She's always in a hurry-hurry
She pulls my hair
Sometimes she tugs

But granny...
You have all the time in the world
And when you've finished
You always turn my head and say
'Now who's a nice girl?'

- Grace Nichols

Do this quietly alone. Here are a few prompts.

1. What do you feel about the grandmother in this poem?
2. Describe your grandmother. Write two lines about your relationship with her.

My grandma

____

____

____

____

FILL IN

How grandma combs my hair

Grandma

makes______________________

rubs______________________

parts my hair______________________

turns______________________

says, "______________________"?

LET US UNDERSTAND

1. Who is the child talking to in the poem? What is that person doing? Describe in two or three sentences.
2. How does the grandmother comb the child's hair?
3. Why do you think the girl's mother is in a hurry whereas the grandmother is not?

Draw your grandmother, or affix her photo.

Project

Make a Therukoothu mask or a Bommalattam puppet.
Create your own story, and enact or present it with your friends.

The Unlucky Face

Adapted from **Stories of Birbal** – Eunice de Souza

There lived in Delhi a merchant called Hirachand. It was said that anyone who saw his face would go without food for a day. When Akbar heard about Hirachand, he was asked to see him. He wanted to know whether the stories about him were true.

The next day, Akbar was on his way to the dining-room when Hirachand was brought to him. At the same time, a courtier came to say that the Queen was ill. After meeting him, Akbar left Hirachand and spent the whole morning with his sick wife. By the time he returned to the dining-room, his meal was cold. He ordered a fresh meal. It took so long to get the meal ready that Akbar began to feel ill.

The doctor was called. He told Akbar to rest and not to eat anything for a day. That way, he said, the cramps would go away.

"But I haven't eaten anything yet," said Akbar.

"Bad luck," said the doctor. "Whose face did you see this morning?"

Akbar told the doctor about Hirachand. "I shall have him executed," he said, "because he has made me suffer."

Hirachand was shocked. He fell at the Emperor's feet and begged for mercy. "What will my wife and children do without me?" he pleaded. But Akbar would not listen to a word he said. The guard was summoned and Hirachand was immediately dragged off to be executed.

Poor Hirachand wailed aloud and begged the guard to find a way to set him free. "I cannot think of anything I can do," said the guard who felt very sorry for Hirachand. "If the Emperor finds out that I have disobeyed his orders, I shall be executed too."

Suddenly he had an idea. "Let us call Birbal," he said. "He is the only one who will know how to help you."

When Hirachand told Birbal what had happened, Birbal consoled him saying, "Do what I tell you and you will be saved."

When it was time for Hirachand to go to the block, the executioner asked if he wanted anything.

"I would like to see the Emperor," said Hirachand.

When Akbar came, Hirachand said, "Your Majesty, is it true that you saw my face and did not eat anything for a day?"

"Yes," said Akbar.

"Your Majesty," said Hirachand. "Consider my fate which is worse than yours. I saw your face and I have to be executed."

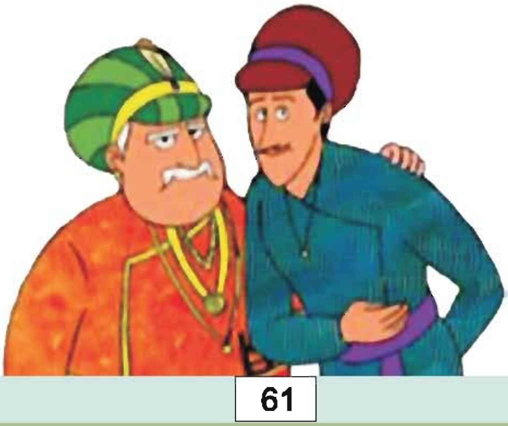
"Someone has taught you to say this," said Akbar guessing at once who it was.

"Impossible," said Hirachand, "I do not know anyone here".

"Perhaps not. But you did not think of this plan yourself," replied Akbar.. "You must have met Birbal."

Hirachand confessed that he had.

"Birbal has saved me from executing an innocent man," said Akbar and sent Hirachand away with gifts.



Scan this section of a Tourist Guide Book.
Imagine a place like this and answer the questions that follow:

PLACES OF INTEREST AROUND KARADIYAR TOWN

Botanical Gardens and Science Park

Location	:	North of Karadiyar
How to get there	:	Bus services 47 and 80 from Kamaraj Main Road
Attraction	:	Eco Science Park, Science Discovery Centre, Botanical Gardens, Nursery
Activities	:	Seminars, Exhibitions, School programmes
Food Speciality	:	Organic and Health Foods, Salads, Herbal Drinks, Dosa Corner

Karadiyar Falls

Location	:	West of Karadiyar Town
How to get there	:	Bus services 2 and 23 from Kamaraj Main Road
Attraction	:	Water Front Holiday Resort, Karadiyar Sailing Club, Safe Cycling Rental, Adventure Camping Centre, Children's Amusement Park
Activities	:	Swimming, boating, fishing, cycling, camping, trekking, study trips
Food Speciality	:	Buffet at Water Front Holiday Resort, many Fast Food Restaurants

Refer to the details given earlier and fill in the blank spaces.

1. Gopi and his friends want to visit a waterfall.
   He will go to ________________________.
2. Organic and healthy foods are available at__________________.
3. Mrs. Manickavasagam of Karadiyar Government High School can organize a class picnic at ____________________________.
4. People interested in trekking or boating can go to
   ________________.
5. Ms.Vanathi wants to bring her Class VI children on a Science Discovery trip. She will be interested in visiting
   ________________.
6. Dr. and Mrs. Kanagaraj want to attend a seminar - "The Future of Our Planet". They need to take a bus No. ________________.
7. Which buses go West from Kamaraj Main Road?________________.

Project

Draw a map with the details given.

Instruction to the Teacher

In this Unit, an attempt has been made, to open the door to the world of literature through an excerpt from R.K.Narayan's immortal classic, 'Malgudi Days'. Through its humour, this unit allows a youthful learner to ask what his or her response to a piece of work really is and to acknowledge it. Simultaneously,the inner world of a child's reflection on whether she says what she thinks has been evoked through an analysis of what Swami and his father think and what they say to each other. Vivian Gould's beautiful poem 'With a friend' is intended to help the child look at his / her relationship with peers.

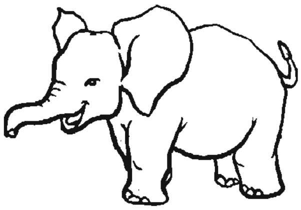
In this unit, what Class VI children across various schools in Tamilnadu feel about friendship has been included. A supplementary unit related to an adapted extract from Dhan Gopal Mukherji's classic, 'Kari the Elephant,' showcases the close bond that human beings can evolve with animals. The framework for this Unit has been learning about relationships - through various contexts in which they happen. There is an increase in the complexity of the language due to the unabridged literature that has been selected.

The unit has a framework for active learning. It is suggested that the introduction be interactive. It will open the child's mind to the possibilities of learning contained in the text.

The activities given help the child to read, to relate with the content, to understand, to recall, to think, to assess and to interact in small and large groups. The child is also given an opportunity to present his/her learning to others in class.

Vocabulary activities and graphic organisers have been introduced wherever helpful. This unit is dense in the scope of its grammatical learning also. The concept of a sentence is reiterated for the student with the SV IO DO format. The Simple Past Tense has also been introduced. It would be a good idea for the teacher to help children pick out the punctuation marks and the cohesive devices and statements related to conversations, in this unit.

There is a suggested project. In the functional enrichment activity, the skills involved in making a brochure / hand out have been introduced. The student may be encouraged to design, evolve and display his or her own brochure / hand out.



Prose

R.K. Narayan was a well-known Indian novelist, who has written in English.This is an episode selected from his book MALGUDI DAYS.

Swami and the Sum

- R.K.Narayan

Half an hour later, Swaminathan sat in his father's room, with a slate in his hand and pencil ready. Father held the arithmetic book open and dictated, "Rama has ten mangoes with which he wants to earn fifteen annas. Krishna wants only four mangoes. How much will Krishna have to pay?"

Swaminathan gazed and gazed at this sum, and every time he read it, it seemed to acquire a new meaning. He had the feeling of having stepped into a fearful maze...

His mouth began to water at the thought of mangoes. He wondered what made Rama fix fifteen annas for ten mangoes. What kind of a man was Rama? Probably he was like Sankar [The most brilliant boy in Swami's class. He was said to solve any problem given to him in five minutes]. Somehow, one couldn't help feeling that he must have been like Sankar, with his ten mangoes and his iron determination to get fifteen annas. If Rama was like Sankar, Krishna must have been like the Pea [another classmate, Samuel, known as the pea on account of his size. He was considered 'ordinary'. The bond between Swami and Samuel was laughter]. Here Swaminathan felt an unaccountable sympathy for Krishna.

"Have you done the sum?" father asked, looking over the newspaper he was reading.

"Father, will you tell me if the mangoes were ripe?"

Father regarded him for a while and smothering a smile remarked, "Do the sum first. I will tell you whether the fruits were ripe or not, afterwards."

Swaminathan felt utterly helpless. If only father would tell him whether Rama was trying to sell ripe fruits or unripe ones, of what use would it be to tell him afterwards? He felt strongly that the answer to this question contained the key to the whole problem. It would be scandalous to expect fifteen annas for ten unripe mangoes. But even if he did, it wouldn't be unlike Rama, whom Swaminathan was steadily beginning to hate.

New Words

- annas : old 6 paisa coins.
- gazed : looked steadily
- maze : complicated path
- determination : firmness of purpose, will power
- acquire : get

"Father, I cannot do the sum," Swaminathan said, pushing away the slate.

"What is the matter with you? You can't solve a simple problem in simple proportion?"

"We are not taught this kind of thing in our school."

"Get the slate here. I will make you give the answer now." Swaminathan waited with interest for the miracle to happen. Father studied the sum for a second and asked,"What is the price of ten mangoes?"

Swaminathan looked over the sum to find out which part of the sum contained an answer to this question. "I don't know".

"You seem to be an extraordinary idiot. Now read the sum. Come on. How much does Rama expect for ten mangoes?"

"Fifteen annas, of course," Swaminathan thought but how could that be its price, its just price? It was all very well for Rama to expect it in his avarice. But was it the right price? And then there was the obscure point about whether the mangoes were ripe or not. If they were ripe, fifteen annas might not be an improbable price. If only he could get more light on this point.

"How much does Rama want for his mangoes?"

"Fifteen annas," replied Swaminathan without conviction.

"Very good. How many mangoes does Krishna want?"

"Four."

"What is the price for four?" father seemed to delight in torturing him. How could he know? How could he know what that fool Krishna would pay?

"Look here, boy. I have half a mind to thrash you. What have you in your head? Ten mangoes cost fifteen annas. What is the price of one? Come on. If you don't say it..."

Swaminathan could not open his mouth because he could not decide whether the solution lay in the realm of addition, subtraction, multiplication, or division. In the end, when father was waiting with a scowl for an answer, he received only a squeal from his son.

"I am not going to leave you till you tell me how much a single mango costs at fifteen annas for ten." What was the matter with father?

New Words

scandalous : improper
miracle : wonder
avarice : greed
obscure : vague, unclear
conviction : firmness, confidence
thrash : beat
be unlike : be different from
unaccountable : not possible to explain
scowl : frown
squeal : high-pitched cry
harassing : troubling
disgusting : hateful
hideous : unpleasant
improbable : not likely

Arithmetic is numbers you squeeze from your head to your hand to your pencil to your paper till you get the answer… Carl Sandburg

Swaminathan kept blinking. What was the urgency to know its price? Anyway, if Father wanted so badly to know instead of harassing him, let him go to the market and find it out.

The whole brood of Ramas and Krishnas, with endless transactions with odd quantities of mangoes and fractions of money, was getting disgusting.

Father admitted defeat by declaring, "One mango costs fifteen over ten annas. Simplify it."

Here, he was being led to the most hideous regions of arithmetic – fractions. "Give me the slate, father. I will find it out." He worked and found at the end of fifteen minutes, "The price of one mango is three over two annas." He expected to be contradicted any moment.

But father said, "Very good, simplify it further."

It was plain sailing after that. Swaminathan announced at the end of half an hour's agony, "Krishna must pay six annas," and burst into tears.

I. a) Let us understand [Tick the right answer]

1. Swaminathan was doing ____________________

   a) class work b) homework c) work given by his father

2. When Swaminathan read the sum, he felt he had stepped into

   a) a merry-go-round b) a spinning wheel c) a fearful maze

3. Swaminathan thought that it was ____________ to expect fifteen annas for ten unripe mangoes.

   a) fair b) unfair c) good.

4. Swaminathan felt an unaccountable sympathy for....................

   a)Krishna b) Rama c) his father

5. The final answer given by Swaminathan was ....

   a) fifteen over ten annas. b) six annas c) three over two annas.

8+3 =

3+8 =

11-3 =

11-8 =

b) Say whether the following statements are 'True' or 'False'.

1. Swaminathan thought about all the possibilities related to the sum.
2. Swaminathan thought 15 annas for ten mangoes was the correct rate.
3. Swaminathan compared Krishna with Sankar.
4. His father didn't understand why Swaminathan did not answer him correctly.
5. Swaminathan was happy to work out the problem.

c) Complete these sentences with punctuation and discuss their meaning in the story with your friend:

1. Swaminathan sat in his father's room, ...
....

2. Swaminathan's mouth began to water at ....
....

3. "Get the slate here. I will make you ....
...."

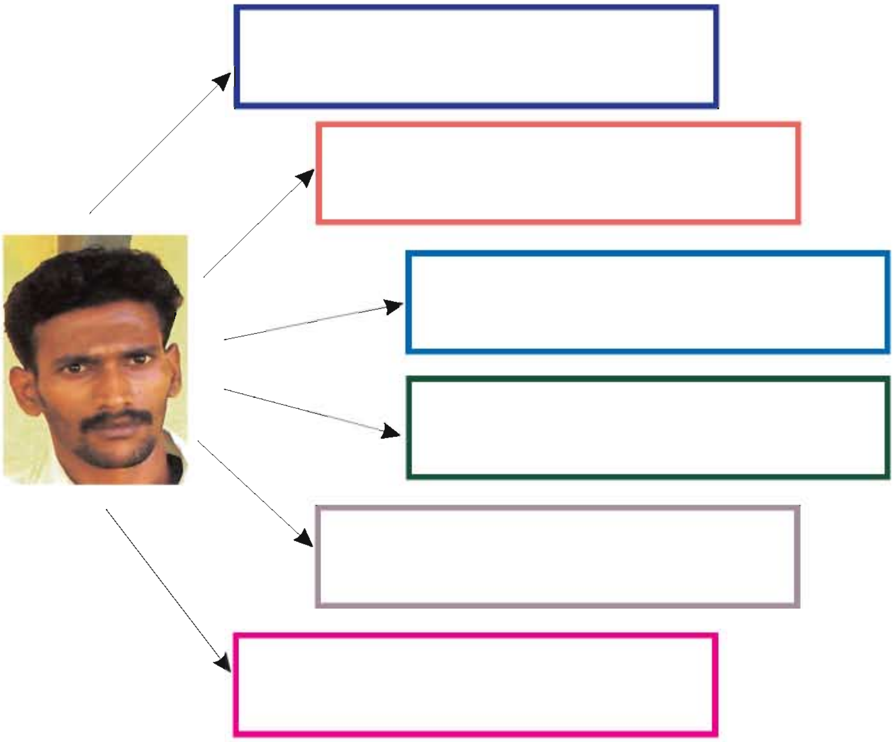
4. He could not decide whether the solution lay..
....

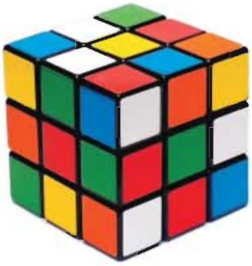
5. Father admitted defeat by declaring ....
....

6. Swaminathan announced..."Krishna must pay ....
...."

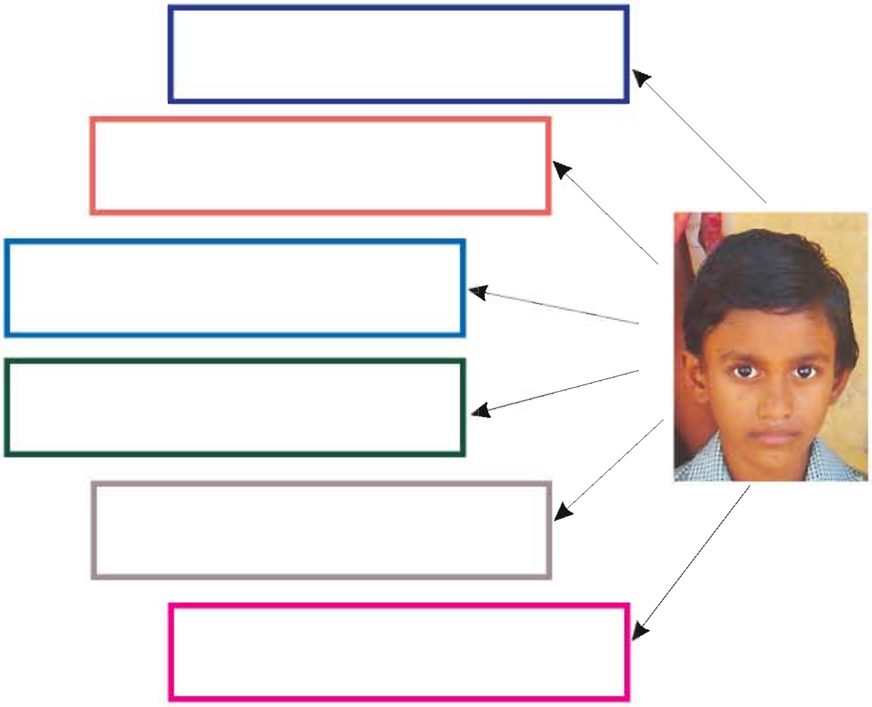
Fill in :

d)What father says :





What Swaminathan thinks



II. Let us remember

A. Talking together [in small groups]:

Share your views with the class [Oral]

1. What was the reason given by Swaminathan when he could not solve the problem?
2. Why did Swaminathan burst into tears in the end?

B. Given below are two sets of sentences:

Match a sentence from one set with another sentence from the other set. What do these connections reveal about the thinking of the person? Discuss this with a friend.

1. Krishna wanted only four mangoes.
2. What kind of a man was Rama?
3. 'Father I cannot do the sum' Swaminathan said.
4. How much does Rama want for his mangoes?

1. Probably he was like Sankar.
2. "Fifteen annas," replied Swaminathan without conviction.
3. How much would Krishna have to pay?
4. "What is the matter with you?" said his father.

C. Read these statements and answer the questions that follow: [Written]

Discuss and write [Pair work]

1. Swaminathan gazed and gazed at the sum.
   - (i) Who asked Swaminathan to do the sum?
   - (ii) Why did Swaminathan gaze at the sum?
2. "Have you done the sum?" Father asked, looking over the newspaper he was reading.
   - (i) Was the Father sure that Swaminathan had done the sum?
   - (ii) Why hadn't he done the sum?
3. Swaminathan felt utterly helpless.
   - (i) What made Swaminathan feel helpless?
   - (ii) What did he feel was the key to the whole problem, and why?
4. Father studied the sum for a second and asked, "What is the price of ten mangoes?"
   - (i) What was Swaminathan's reply?
   - (ii) Why did he answer like that?
5. "I am not going to leave you till you tell me how much a single mango costs at fifteen annas for ten."
   - (i) What did Swami feel at this time?
   - (ii) What thought crossed his mind?

Thinking further - Discuss

What is the subject that interests you?

If you had a chance to talk to Swaminathan at the end of the story, what would you tell him?

Share this with the class

III. FUN WITH WORDS

a. Match the following words to their meanings:

A	B
(i) miracle	greed
(ii) obscure	hateful
(iii) ripe	magical happening
(iv) avarice	unclear
(v) disgusting	fully grown

b. Circle the correct antonyms (opposites):

(I) later

a. earlier b. latter c. former

(ii) accountable

a. countable b. unaccountable c. uncountable

(iii) ripe

a. hard b. unripe c. rotten

(iv) idiotic

a. bright b. foolish c. wise

(v) defeat

a. success b. failure c. loss.

C. Try to find out the hidden words in this maze. One example is shown.

s	g	p	m	p	a	m	m
u	a	a	i	r	n	a	a
m	z	y	r	r	n	t	n
e	e	z	a	p	a	h	g
f	b	e	c	e	y	s	o
a	d	d	l	r	k	z	r
r	i	d	e	o	u	s	e
a	v	a	r	i	c	e	m

1.miracle

____

____

____

____

____

____

____

____

____

YOU CAN DO MORE [Functional Enrichment activity]

Design a brochure: Prepare a one-page brochure / hand out. Remember, it is important to speak the truth! scan the notes given below and evolve and display your own brochure / hand out.

1. Decide on the product. Choose the appropriate logo.
2. Make use of bright and attractive logos or slogans.
3. Make a good picture/ take a clear photograph of what you want to sell.
4. Whatever you put into your brochure must be clear and simple.
5. The expiry date of the product must be given, if required. Any conditions for use must be shared.
6. The price of the product that you are advertising must be clearly stated.
7. Give specific information that is easy to follow. Give contact details. Remember to use catchy phrases, good visuals and an interesting layout.

LET US LEARN

Sentence pattern: SV IO DO

Father	gives	Swaminathan	a ball
↓	↓	↓	↓
Subject(s)	+ Verb(v)	+ Object	+ Object

Father gives Swaminathan a ball.

gives what ? → Direct Object D O

gives whom? → Indirect Object I O

Sheela told me a story.

S V IO DO

He gave Mani his pen.

S V IO DO

We show them our pictures

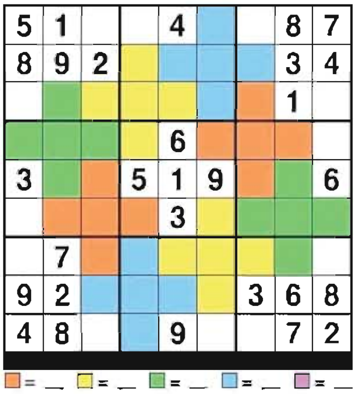
S V IO DO

Viji bought Mary a gift.

S V IO DO

Fill in the patterns for the following sentences.

1. I gave him a pen.
2. Mohana showed me a poem.
3. My sister teaches me grammar.
4. My teacher asked me a question.
5. My father bought me a watch.



LET US LEARN The Simple Future Tense

- The Simple Future shows the action that will happen in the future.
- It usually has the helping verbs <u>will</u>, <u>may</u> or <u>shall</u>, followed by a main verb.

A.Form sentences using the table below:

Balu Kavitha Sundar I You They The Course	shall [should] will [would] may [might]	go join begin meet study do	next week. next year. tomorrow. next month. coming Monday. soon.

' Balu <u>will</u> go to Chennai tomorrow.'

yesterday... today... tomorrow

For you

1.____
2.____
3.____
4.____
5.____

By you

A.Fill in the blanks with suitable future form of the verbs:

The Indian cricket Team <u>will play</u> (play) against the Australian team in the next series.

For you

1. The District collector ____________ (visit) our school next week.
2. We__________(go) for a picnic after the examinations are over.
3. Raghu________ (participate) in the quiz competition tomorrow at Chennai.
4. The students __________ (assemble) here after the bell rings.
5. The train__________(arrive) shortly at platform No. 6.

By you

In preparation

A friend in need is a friend indeed. My friend is...

With a Friend

I can talk with a friend,
And walk with a friend
And share my umbrella
In the rain

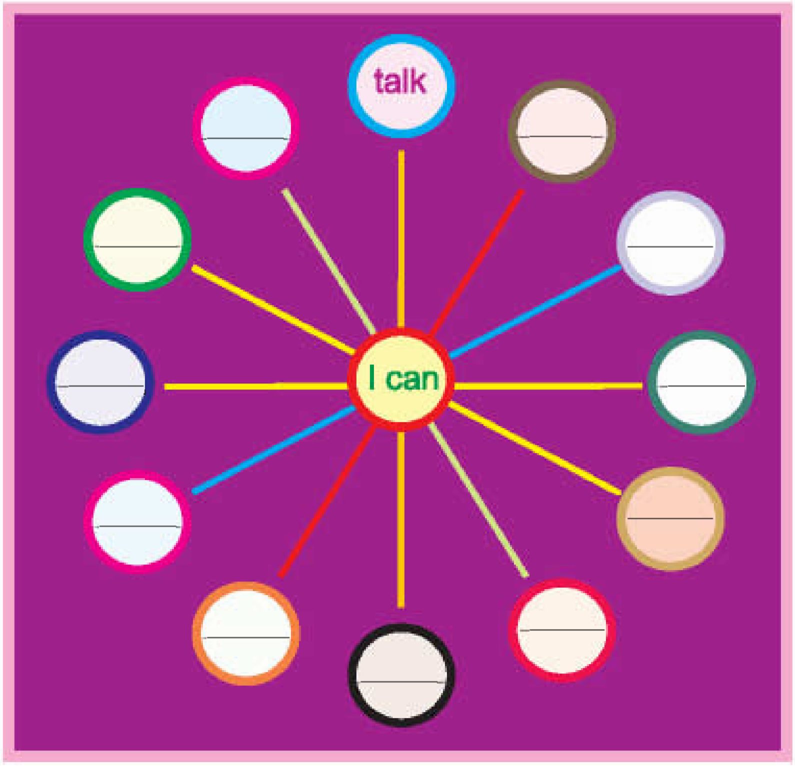
I can play with a friend
And stay with a friend
And learn with a friend
And explain

I can eat with a friend
And compete with a friend
And even sometimes
Disagree

I can ride with a friend
And take pride with a friend
A friend can mean
So much to me!

- Vivian Gould

What are the things that the poet can do with her friend? Fill in



Suppose I am crying, my friend will come and tell me things that make me feel happy.

- Preethi, Class VI

In friendship, there are no lasting quarrels. Sometimes I make you angry, friend, so that I can enjoy the beauty of your anger.

- Kwaja Moideen
Class VI

My challenge and opportunity are the same – to study well, so that my parents don't have to work so hard…

- Meena, Class VI

READ AND ENJOY

Friendship

Good friends are like good books.
They always make one happy.

The heart smiles with the face.
A good friend stops one
From doing harm:

Helps one to do what 's right,
And is always there,
when needed.

- Tiruvalluvar

நவில்தொறும் நூல்நயம் போலும் – பயில்தொறும்
பண்பு உடையாளர் தொடர்பு.

முகம் நக நட்பது நட்பு அன்று; நெஞ்சத்து
அகம் நக நட்பது நட்பு.

உடுக்கை இழந்தவன் கை போல ஆங்கே
இடுக்கண் களைவது ஆம் – நட்பு.

Let us understand

1. Who is the speaker in this poem?

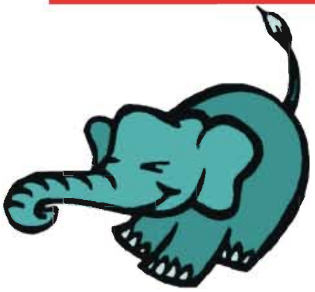
   The speaker in the poem is___________

2. You take pride with your friend when_________.

Thinking further- Think and write

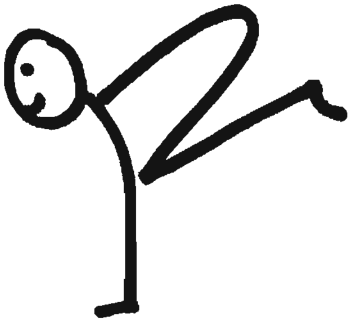
Write a paragraph about how much your friend means to you.

Kari The Elephant

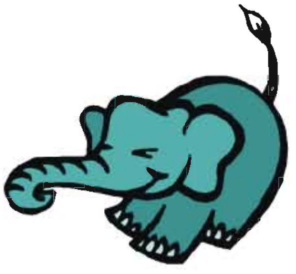


Kari the elephant was five months old when he was given to me to be taken care of. I was nine years old then. We grew together. That is probably why I never found out how tall he was. Kari needed forty pounds of twigs a day to chew and play with.

Everyday I used to take him into the river in the morning for his bath. He would ride on the sandbank while I rubbed him with the clean sands of the river for an hour. After that he would lie in the water. He would squeal with pleasure as I rubbed water down his back. Then I would take him by the ear because that is the easiest way to lead an elephant. Thus I left him in the fringe of the jungle, while I went into the forest to get some twigs for his food. It was not an easy job to get twigs and saplings for Kari.



One day I was gathering some twigs and I heard Kari calling me. I thought somebody was hurting him, so I came down from the tree and ran fast to the edge of the forest. I could not see Kari. When I went near the edge of the water I saw something black struggling on the surface. When it rose higher I saw it was Kari. I thought he was drowning! But I soon saw his back rise above the water and he began to struggle up to the shore. He then pushed me into the water and as I fell into the stream, I saw a boy lying flat at the bottom of the river. When I came to the surface of the water to take a breath, Kari was standing on the bank, his trunk stretched out like a hand waiting. I went down again and pulled the body of the drowning boy to the surface. Kari helped me to pull him onto the shore.



Suddenly I slipped and sank back to the bottom of the river. As I struggled up again with my eyes tightly shut, I felt something like a rope around my neck. This frightened me. I thought it was a water snake. But the trumpeting sound I heard, told me it was Kari. The boy lay stretched on the ground and I recognized him as a boy from my village. He had gone to bathe in the river and had swum too far out.

I put his face down on the sand and Kari put his trunk around his waist and lifted it gently up and down. After Kari did this three or four times, water began to come out of the boy's mouth. I rubbed his hands and feet. The boy slowly started breathing again. Kari was the best friend I ever had.

(Excerpt: Adapted from the novel by Dhan Gopal Mukherji)

I. a. Work in pairs and choose the correct answer:

The easiest way to lead an elephant is to ________________

- lead him by the trunk
- lead him by the tusk.
- lead him by the ear.

Kari called the author of the story because______________________

- somebody was hurting him.
- he needed twigs and saplings.
- he wanted to save a drowning boy.

The rope-like thing around my neck was _______________

- a snake.
- Kari's trunk.
- a rope.

After Kari lifted the boy's waist gently up and down, __________.

- he fainted.
- he got up.
- water came out of his mouth.

The boy was _____________________ .

- from my school.
- from my village.
- my neighbour.

I. b. Match the following:

1. Kari	a. nine years old.
2. The author	b. weighed forty pounds
3. Kari's food	c. five months old.

II. Discuss in small groups:

1. If you see someone drowning, what will you do?

   I will ____________________________________

2. Kari was the author's best friend because

   * ____
   * ____
   * ____

PROJECT: There are many projects you can do.

1. Find out what your classmates value most in a friend - is it honesty, affection or help in times of need? Tabulate your findings.

Name	Quality/Value

Instruction to the Teacher

In this Unit, an attempt has been made to open the door to the world of food through an interactive session that children have with a nutrition expert. It also opens the learner's mind to the scope of the issues related to health and well being. Simultaneously, the inner world of a child's power to make the right choices has been evoked through a range of questions that the speaker asks the children. Linked closely to food is waste. The child is invited to look at this important dimension through a poem written by another young person, Emma Richards.

A supplementary unit related to a Tenali Raman story has also been included that highlights the same theme. The framework for this has been built around learning the importance of good food. There is an increase in the size of the passage and the complexity of the language, preparatory for Class VII.

Inferential thinking could be encouraged in the child through the question, 'Should we eat healthy food? Why / Why not?'

The chapter is a framework for active learning. It is suggested that the introduction be interactive so that it opens the child's mind to the possibilities of learning contained in the text.

The given activities help the child to read, to associate with the content, to understand, to recall, to think, to assess, to interact in small and large groups and also to present his / her learning to others in class.

Vocabulary activities and graphic organisers have been introduced wherever helpful.

Poetry writing and activities with the simple tenses have been introduced in a creative manner.

It would be a good idea for the teacher to wind down the year with a revision of the language concepts learnt over the past eight months.

There is a functional enrichment activity and many suggested projects.

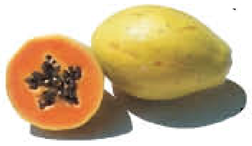
Prose

In Preparation

1.Why do we need food ?
2. How would you know that you are eating good food?
3. Do we always eat good food ?

New Words

existence : living, survival
nutritious : nourishing, health - giving
balanced : of equal proportions
healthy : having good health
alert : attentive, active
energy : strength
fortunate : lucky
nourishes : feeds
processed : a series of changes brought about in a product



The food you eat

'A sound mind in a sound body'

Today was a special day in school. Kadhir and Kamala were very excited! A Professor from a College was coming to talk to them! Kanthi teacher had told them that she was going to talk about food.

'How interesting!' said Kadhir. 'This is a topic that will never be boring. I love food.'

'Don't be too sure,' said Kamala. 'You always want the biscuits and chocolate that they show on TV.'

'Well, why would they show them to us in the middle of an exciting cricket match if they didn't want us to buy them?' said Kadhir.

'That's the problem isn't it?' asked Kamala. She was four years older than Kadhir, who was in Class VI and always felt that she knew better!

When Dr. Aruna came, the children from Classes VI to X were already seated in the hall. Dr.Aruna began her talk.

'Food is vital to our existence on this beautiful earth. From the time that we are babies, we need food, and we need good food to grow strong. Good food has many qualities. Can you tell me what they are?'

'It is natural, not processed,' said Karthik of Class X.

'It is also nutritious,' that was Kamala's voice.

'Good,' said Dr. Aruna. 'Good food is well balanced to give your body all that it needs. Today, when there are so many different kinds of food to eat, it is also important to remember that all of them may not be healthy for us. Do we choose to eat food for its taste alone, or do we choose to eat food that helps us to be alert and have energy?'

Kadhir turned around from where he was sitting and smiled at Kamala, acknowledging defeat. She smiled back. Dr.Aruna now showed some pictures. She said, 'Here is an interesting fact about good food- it is truly 'tasty', because it has the flavour of the things that go into preparing it. What do you like to eat? Can you say whether some of the things that you like to eat are healthy or unhealthy?'

FOOD

Healthy	Unhealthy

Can you name a few?

'The earth gives us many different kinds of food to eat. Can you name a few?' asked the Professor. She told them of the nutritional value of these foods. 'We are fortunate that there are farmers who till the earth and give us food that nourishes us.

We buy most of the things that we eat from the market or ration shop. In school, we might eat the hot and healthy food that is made for the noon meal or bring food from home. In schools where there are canteens, children may buy food or other things that are sold.

JUNK FOOD

Can you name a few?

What do you eat in the afternoons? 'Soft idlis, tasty dosas, fragrant sambar rice, spicy biriyani, porial, eggs, fruit- how good they sound! They are both mouth-watering and healthy. But we don't always eat healthy food' she said.

'That's so true, thought Kadhir, thinking of how he kept asking for things from a shop and refused to eat the food that was made at home.

'Unhealthy food is sometimes called "junk" food,' continued Dr.Aruna. 'Doctors say that such food has lots of sugar, salt or additives and preservatives but very little that actually helps you to grow.' She gave them the names of a few common additives. Kamala remembered reading them in the labels of the things they bought at the Departmental store.

New Words

fragrant : sweet smelling, pleasant smelling
mouth - watering : tempting to eat
Junk-food : unhealthy food.
additive : things added to improve or preserve a food item
Preservative : something used to prevent food from going bad.

'What makes us feel the need to eat food that is unhealthy? One reason for this is hidden in the time that we watch television. How much time do you spend watching television?' she asked. 'Three hours?' Many hands went up. 'What programmes do you watch?' she enquired. The children named a few. 'How often do you see advertisements in these programmes?' she asked. They did not know. She then told them a scary fact.

'Do you know, in the 1970s and 80s, when your parents were

born, children were watching about 20,000 advertisements a year. Now, they say that you watch about 40,000!' she said.

'It is true,' thought Kadhir. 'I too like the ads.'

'What do you see in the advertisements for food? How often do you see children like you advertising various 'tasty' things that you feel like eating? How often do you watch television, and pester your mother to buy you what you see there? Most chocolate, chips, soft drinks, cakes and biscuits may not be very healthy to eat. But the advertisements look very good.

There are advertisements that tell you that you will become a 'super hero' if you have a particular drink. Some may show you, your favourite film star or sports hero, who is very happy, having a soft drink. Though we all know that soft drinks may be bad for health, we feel like having them. What would you like to do?' asked Dr. Aruna, and ended her speech. The children clapped loudly. She had given them a lot to think about.

Before she left, she gave them some suggestions.

> **Did you know?**
> An apple floats in water! That is because it has 25% air!

'Find out what goes into the food you eat. Ask where the food you eat comes from. Think and reflect upon why you want to eat certain kinds of food, when you know they are not good for you. Why does kadalai urundai seem less tasty than chocolate? Why does a packet of old chips stored in a shop for long time, in a colourful packet, seem better than the fresh chips that mother or Granny might make?'

Kadhir was silent. He was thinking. How many times had he laughed at his friends for being 'old fashioned' in their food?

WORD GAMES (Individual / Pair Work)

A. Tick the correct meaning and write it in the blank space:

1. nutritious__________________________

   a) tasty b) nourishing c) natural

2. alert_____________________________

   a) attentive b) alive c) alike

3. fortunate _________________________

   a) success b) chance c) lucky

4. pester____________________________

   a) poster b) trouble c) pesticide.

5. particular__________________________

   a) specific b) part c) participate

B. Match with the correct antonyms.

(i) nourished	a) unfortunate
(ii) fortunate	b) common
(iii) healthy	c) destroy
(iv) particular	d) malnourished
(v) preserve	e) unhealthy

C. Fill in the blanks using the correct suffixes and prefixes.

co, un, ness, ly, after

a. different_____

b. ________ natural

c. alert__________

d. _________healthy

e. _______existence

f. _______noon

D) Select the words from the block to refer to each.

lunch, snacks, dinner, breakfast, dessert

1. The meal you have in the morning_______________

2. The afternoon meal ___________________

3. What you eat in between meals__________________

4. The meal you have at night_____________________

5. Something sweet you have at the end of a meal__________

Let us understand [Tick the right answer]

1. This lesson is about

a. eating healthy food

b. finding out about junk food

2. Preservatives in food

a. make food nutritious

b. Prevent food from going bad on the shelf

c. enhance taste

3.Kadhir learnt about

a. himself

b. what makes food healthy or unhealthy

c. what makes junk food attractive

d. all of the above.

4.Did the children of the 1970s and 80s watch more advertisements than you or less?

More / Less

Let us remember

Fill in the following blanks:

a. Good food is ……………………,……………………, and ………………

b. We should not choose food just because it is……………………

c. We buy most of our food materials from …………… or ……………………

d. Soft drinks are …………………… for health.

FILL AND SHARE THIS COMPARISON MAP

Healthy Food	How are they different?	Unhealthy Food
1. ______________	⟷	1. ______________
2. ______________	⟷	2. ______________
3. ______________	⟷	3. ______________
4. ______________	⟷	4. ______________

Talking together [in small groups]

Discuss and share [oral activity]

1. Why do you think food is important?
2. Do you agree that we need to make careful choices about what we eat? Why?

Thinking further – Discuss, Think and Write

Do you think we should eat better? Write a short paragraph of about 50-75 words to explain your view. You could talk about what changes you think we should make, how to make those changes, and why it is important to you.

Let us revise (Individual / Pair Work)

Let us see if you remember what you've learnt about verbs.

A. Identify the underlined word or words in each sentence.

Circle the correct answer.

1. A doctor finds out what is wrong with your body.

    a.Present tense   b. Past tense

    c.Future tense

2. I will go to the shop tomorrow, and buy new clothes.

    a.Present tense   b. Past tense

    c.Future tense

3. Yesterday, Meena travelled by bus to Trichy.

    a.Present tense   b. Past tense

    c.Future tense

4. The children will decide how to celebrate Teacher's day.

    a.Present tense   b.Past tense

    c.Future tense

5. Masons gather all the building materials before they construct a house.

    a.Present tense   b.Past tense

    c.Future tense

B. Write the simple form of the tense of the following table.

Word	Present tense	Past tense	Future tense
do	do / does	did	will / shall do
give			
sing			
speak			
write			

C. Fill in the blanks with the suitable tense.

1. My mother .... delicious sambar for lunch. (cook)
2. My father .... in Nagerkoil two years ago. (work)
3. Shilpa .... on a school trip. (go)
4. We................to the festival over the weekend.(go)
5. Seenu .... the picture on the wall. (paint)

Poem

In preparation
Share your opinion about cooking with your friends

easy

cooking

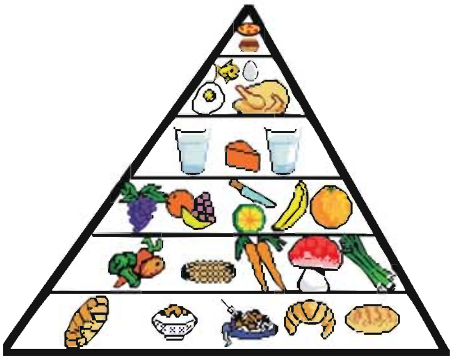
To Cook and Eat

To cook and eat
Is an art,
Yet a part
Of everyday life.
We take it for granted
not knowing,
not caring,
that others
may not have this thing
which we so foolishly
waste.

\- Emma Richards (aged 12)

New Words

to take for granted - not to value fully
caring about - bothering about



LET US REMEMBER

Answer the following question.

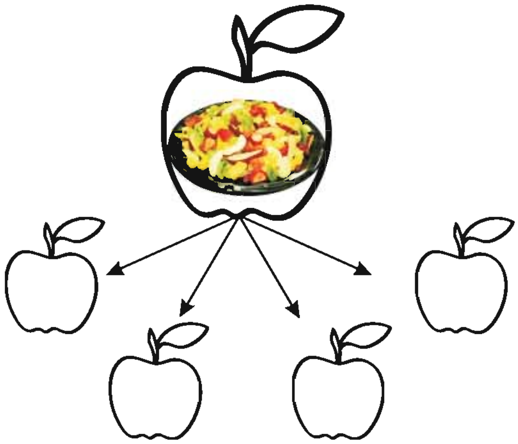
Tick your answer:

I think cooking is

- an art
- a waste of time
- a boring job.

FILL IN

Use appropriate words to describe features of healthy food.



Thinking further – Discuss, Think and Write

Write a paragraph on how you think we can stop wastage of food.

- at home
- in a school
- in a hotel

WRITE AND SHARE

Describe how a dish is cooked. Discuss it in the class.

Name of the dish	What is it made of?	How does it taste?	what does it look like?	Why do you like it?

LET'S HAVE A DEBATE

Divide into two groups and have a debating session about wastage of food.

Collect information prior to the debate.

I think wastage of food is natural. It helps other creatures.

vs

I think wastage is a crime against life.

WRITE A POEM

The Cinquain: (Teacher to explain the term)

This is a good test of whether you have understood the parts of speech.

This is how the poem is formed:

Line 1: a noun that says what your poem is about

Line 2: two adjectives that describe what you are writing about

Line 3. three -ing words that describe what your subject does

Line 4. a phrase that tells more about your subject

Line 5. another word for your subject [noun]

Here is an example to help you along:

A TREE

Tree
Green, brown,
Protecting, nourishing, supporting
Always there for me
saviour

This is also, sometimes, called the 'Kite' poem and you can see why. Do try to write one.

PROJECTS

THERE ARE MANY PROJECTS YOU CAN DO.

1. Interview 10 students - about their food habits - summary-table form.

Name of Student	Favourite food	Healthy eating habits	Unhealthy eating habits

2. Collect advertisements about food items. Analyse the contents as given in their labels. Make a choice whether to eat it or not. Give reasons for your choice.

PRESENT YOUR FINDINGS

Draw and present a cartoon strip of how to prepare a dish.

YOU CAN DO MORE [Functional Enrichment Activities]

Fill in this table.

The Five Basic Nutrients

Nutrient	What does it do?	Where do we find it?
Carbohydrates	Gives energy	
Proteins	Necessary for growth and repair of the body	
Fats	Necessary for absorption of Vitamins	
Vitamins A,B,C,D,E,K	Required in small quantities for all vital functions of the body	
Minerals - Iron, Calcium, etc;	For good functioning of the body	

Balance of Nutrients

People get addicted to highly flavoured foods. They tend to eat large quantities of these foods and do not eat wholesome meals. eg. Chips

Junk and Healthy Food - An Assessment Chart

Criteria For Assessment	Junk Food	Healthy Food
Additives	Has many chemical additives, preservatives, colouring agents, flavouring agents. e.g Soft Drinks	Does not have these chemical additives eg. Fresh lemon juice
Refined/ Unrefined	Uses highly refined cereals. None of the vitamins and minerals are preserved in this process. Noodles, Pizza and most biscuits are made from highly refined flour.	Use whole grain cereals eg. Parboiled [puzhungal] rice, Handpounded [kaikuthu] rice, Wholewheat flour chappatis, adai, etc
Fats	Often rich in trans fat which is unhealthy. eg. Cakes	Fat is necessary but has to be balanced with other health giving foods. eg. A teaspoon of ghee in a balanced meal of whole grain cereals, pulses and vegetables, is good.
Sugars	Often rich in simple sugars like glucose. eg. Biscuits, Chocolates	High in dietary fibre eg. Fruits, vegetables

The Colourful Sweets

Once King Krishna Deva Raya ordered that the kingdom of Vijayanagar would have a food festival. The city was cleaned up. Lights were put up on buildings and street poles. Flowers adorned the palace and house gates. Throughout the capital, people were in a festive mood.

King Krishnadeva Raya announced, "To celebrate the food festival, the sweet shops must sell colourful sweets. They should be attractive to look at and good to eat."

After the announcement, the sweet shop owners also got busy in making colourful sweets.

For some days, Tenali Raman was not seen in the royal court. The king sent guards to search for him and bring him to the court, but they could not find him. They went to the court and reported this to the king. The King grew worried and asked the guards to search more carefully. After some days, the guards found Tenali Raman. They went and informed the king,

"Your Majesty, we have found Tenali Raman. He has opened a shop of colour dyes and spends the whole day dyeing people's clothes. When we asked him to accompany us, he refused to come with us."

At this the king got very angry. He said to the guards, "I order you to bring Tenali Raman here as soon as possible. If he does not come with you, bring him forcefully."

So the guards obeyed the king's order and fetched Tenali Raman forcefully.

Thus he was brought to the royal court. The king enquired, "Tenali, why did you refuse to come and see me? And what has made you open this colour dye shop? You have a good position in the royal court which takes care of all your needs."

Tenali Raman said, "Your Majesty, I wanted to dye my clothes for the food festival. I wanted to complete the dyeing quickly before all the dyes were used up."

"Why do you think that all the colour dyes would be used up? Is everyone dyeing their clothes?"

"No, Your Majesty. Actually, after your orders for preparing colourful sweets, the sweet shop owners are busy buying the colour dyes for dyeing sweets. If they buy all the dyes, how can I dye my clothes? So I decided to set up a shop, so that I would have all the dyes I need."

At this the king realized his mistake. He said, "So you are trying to tell me that using my orders as an excuse, the sweet shop owners are using cheap, harmful dyes in their sweets. They know that they must use the permitted food colours only. I hereby take back the orders for colourful sweets. Those sweet shop owners who have used harmful chemical dyes in sweets will be severely punished."

Thus once again Tenali Raman saved the lives of people of Vijayanagar through an intelligent plan.

* **Write your Journal**

  Here are a few prompts to start you on your way.

  Writing Prompts / Journal Topics

* * **What is...**

  What is your favourite spot in your home and why?

* **What if...**

  What would happen if there were no cars, buses, trains, boats, or planes? How would this change your life?

* **What do you think...**

  What do you think when you see a beautiful picture?

* **How...**

  How do you feel when you do something that is very good?

  Howdo you feel when you play a trick on someone?

* **Describe...**

  Describe your favourite toy. Why do you like it?

* **When..**

  When you are angry, how do you look?

* **Whom...**

  Whom do you talk to when you have a problem?

* **Who...**

  Who is your favourite hero?

Space for Journal Writing

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1. The Meaning of Education – Cyril Anthony George, CBT Publications
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4. Biking - Judith Nicholls, Ratna Sagar Publications
5. Inclusion – Dipti Bhatia, Vidya Sagar, Chennai
6. Helen Keller - www.afb.org.
7. Play – Adapted for a story by children of Vidya Sagar, Chennai
8. Granny, Granny, Please Comb my Hair – Poem by Grace Nichols
9. Swami and Friends - R.K. Narayan, Indian Thought Publications
10. The Unlucky Face - Adapted from 'Stories of Birbal' by Eunice de Souza
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